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ABSTRACT

Based on technical assistance materials prepared for Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians), this handbook is designed to provide colleges wishing to implement a retiree's volunteer program with guidelines and information. The material is organized into eight major components: determine program feasibility, generate awareness, put the program in place, recruit and place volunteers, monitor and promote the program, and evaluate and renew. The section on each component discusses in detail the activities to be conducted both in the college and the community. To illustrate points made, examples of experiences at the two college demonstration sites are included. At the end of each program component section, resource materials are provided. (YLB)

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Leadership Training Series No. 61

OPERATING A RETIREES VOLUNTEER PROGRAM IN POSTSECONDARY INSTITUTIONS:

A RESOURCE HANDBOOK

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CE 023 724

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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- Evaluating individual program needs and outcomes
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- Operating information systems and services
- Conducting leadership development and training programs

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FOREWORD

Colleges today are required to make optimal use of their resources. A largely untapped resource in most communities is the vast pool of retired persons. These persons have a lifetime of experience and accumulated expertise to contribute to educational institutions. Whether volunteering to assist instructors in working with students or to contribute to the support services of the college, retired persons can enrich the educational process.

The retired persons also benefit from their involvement by the sense of well-being that comes from making meaningful contributions to others.

This resource handbook will provide colleges that wish to implement a retirees volunteer program the guidelines and technical assistance to do so.

Appreciation is expressed to Catharine Warmbrod, ASSERT Project Director, and to other National Center project staff, site personnel, and advisory committee members whose contributions to the project are reflected in this handbook.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

PREFACE

This handbook is part of the technical assistance materials prepared for Project ASSERT (Activity to Support the Strengthening of Education through Retired Technicians), a demonstration project sponsored by the Administration on Aging, Office of Human Development Services. The content of the resource handbook is designed to enable colleges to implement programs using retired persons as volunteers to enrich the educational process.

Each section contains information and guidelines to be followed from determining feasibility on through the process to evaluation and renewal. Activities to be conducted both in the college and in the community are described. To illustrate points made, examples of experiences at the two college demonstration sites are included. At the end of each program component section, resource materials are provided.

It is hoped that this book will facilitate colleges to benefit from the talent and technical expertise available from retired persons, and that the retirees will also benefit from the experience.

Catharine P. Warmbrod
Project Director, ASSERT

PROJECT ASSERT

PROJECT ASSERT

This Handbook was developed and produced through Project ASSERT, a two-year demonstration program funded by the Administration on Aging. ASSERT (Activity to Support the Strengthening of Education through Retired Technicians) was designed to mobilize retirees from technical occupations to become voluntary support personnel to strengthen occupational, technical, and career education.

Rationale: Why Retirees and Why Volunteers?

Statistics show that people are living longer, healthier lives. One in nine older Americans is sixty-five or older. If this trend, dubbed the "graying of America" continues, by the year 2000 one in every eight Americans will be sixty-five or older. At the same time statistics show that most older Americans are not continuing to participate in the work force. In 1970, only 20 percent of men sixty-five or older continued to work. These two sets of statistics suggest that there is an ever-increasing pool of highly qualified individuals who have retired. This pool constitutes an enormous reserve of human resources that are virtually being wasted.

The word "retirement" connotes an impression of relaxation, a disengagement from productive activity. This association is often made because people consider retirement the point at which a person is no longer able to contribute to production because of a diminished physical capability. However, as the recent legislation raising the compulsory age of retirement to age seventy demonstrates, the figure used is rather arbitrary. The practice of compulsory retirement was established with the passage of the Social Security Act in 1935, a time of high unemployment. Compulsory retirement was an effort to alleviate pressure on the labor market by removing persons sixty-five and older from the labor force and guaranteeing them an income. Older workers were eliminated from the labor force to make room for younger workers, not because they were too old and weak to work. The long contribution of older workers was seen as the justification for their support by the very economy of which they were a part.

Retirement, however, has carried with it a meaning it may have acquired before it became a social policy. In earlier times, people did not retire until they were too weak to do anything. Thus, retirement was a time of disengagement from active society. Today's arbitrary retirement policy coupled with good medical care, educational opportunities, and a decent standard of living have created a new population capable of being active past retirement. These people, in fact, often seek contributory, productive roles to replace the ones they lost when they left their jobs.

Volunteer work has become one possible outlet for retirees who wish to continue active pursuits. Common reactions to volunteer work are either that it is routine, boring work that requires a big heart and little skill or that it is work for which someone should be paid. How, then, can a retiree find a replacement for a career of work in a volunteer job?

To begin with, volunteer positions can be substantive, meaningful positions. Particularly during a time of budget cuts, there are numerous jobs an institution needs done that require the expertise

of someone skilled in an area, but for which no funds are available. These might be jobs that are not ordinarily a part of institutional operations, but jobs that can serve the institution well. They may not even be jobs that require full-time attention. Nevertheless, they are worthy jobs that can provide the worker with a great deal of satisfaction.

In addition, other elements of volunteer work make it appealing to a retiree. It is flexible. Free from the constraints set by employers who control salaries, volunteers can exert more control over the hours of the job, the length of time in the job, and the duties they perform on the job. A person who has retired might find this freedom a very nice change from the work world. Volunteers can still derive satisfaction from the job and yet can set the terms on which they will work.

Justifying a Retired Technician Volunteer Program

As was noted previously, the rationale for implementing a volunteer program in a college is not difficult to present on philosophical grounds. There seems to be a ready supply of retirees with expertise who are seeking contributory, productive volunteer roles. The only factors that might deter tapping this potential are the cost and effort required to develop a program.

In order to justify a program it is necessary to establish that the benefits outweigh the costs. Several arguments can be made to support the assertion that the overall value of having volunteers far exceeds the costs of obtaining them.

Through volunteer assistance, an institution can expand and enrich its services far beyond those it performs relying on paid staff. An institution can attract and deploy highly skilled individuals on a much larger scale through a volunteer program than it could through a hiring campaign. Multiplying volunteer hours contributed by minimum wage (which is less than professional staff would normally be paid) can provide a sense of the savings. Volunteers are worth far more than the estimated sum, however, as they will be meeting needs and contributing greatly to the institution.

By instituting a retired technician volunteer program, colleges can solidify their position vis-a-vis older people in the community. They have literally invited older people to campus. Some of these people who for one reason or another did not feel the college had much to offer them may change their attitudes. They may come to the college as volunteers and then enroll. These new students may tell their friends about the opportunity. The college would then tap a new source of students through the program.

The college as an institution serving the community may also look at instituting a program from the perspective of the volunteers. By offering the opportunity to participate in substantive volunteer roles, the college is providing a service to the older people in the community. The program gives the volunteers a chance to use their leisure time constructively, leading to an improved sense of well-being that has a positive effect on the mental outlook of the volunteers. Other volunteer programs have noted such changes in their participants.

While reasons such as those just discussed may generate some thought on initiating a volunteer program, the ultimate justification must be demonstrated need for additional personnel.

Operating Project ASSERT

The project objectives were:

- To identify the extent to which retired technicians are being used as resources in occupational, technical, and career education and training programs.
- To identify materials currently being used in volunteer programs and use these resource materials in developing a set of preliminary guidelines on the recruitment, training, and involvement of retired technicians in roles to strengthen occupational education and training programs.
- To install retired technician volunteer programs in two community colleges in collaboration with the Retired Senior Volunteer Program, agencies on aging, and other community organizations.
- To develop vehicles for the dissemination of methods for recruiting, training, and using retired individuals possessing craft and technical skills in volunteer roles in an intergenerational environment to strengthen occupational, technical, and career education and human resource development.

The two institutions that housed the volunteer program during the Project ASSERT demonstration were University College of the University of Cincinnati in Cincinnati, Ohio, and Sinclair Community College in Dayton, Ohio. The criteria used for selecting these two colleges were that they be in an urban area with a variety of industries, offer vocational education programs, have previous involvement and interest in serving older people, and have adequate staff and interest to accomplish the project's objectives. An additional and very important criterion used in selecting the sites was the commitment of the local Retired Senior Volunteer Programs since it was anticipated that the colleges would rely to some extent on the assistance of these agencies.

Approximately forty volunteers were placed at the two sites. Example 1 displays the volunteers' background and the positions they held. As can be seen from the list, a wide variety of volunteer positions were developed.

The colleges provided a unique setting for the volunteer program in that the number of possible positions a volunteer could hold was not limited. Virtually no conditions were placed on the type of jobs the volunteers would be recruited to do. Naturally, situations in which a volunteer would be doing what was normally a paid job were eliminated from the range of possible jobs, but no other restraint was exercised.

No one kind of volunteer job emerged as being most successful. The key ingredient for success seemed to be the quality of the relationship between the volunteers and their staff supervisors. All the faculty who participated in the program felt that they accomplished what they hoped having a volunteer would enable them to do.

Faculty goals for the volunteers fell into basically four categories. These were for the volunteers to take over their regular duties, to perform tasks/services that would not have otherwise been provided, to tell students more about the world of work, and to teach students specific skills. Example 2 matches the faculty goals with the jobs the volunteers performed.

The contents of this Handbook are a reflection of the material search that was conducted and the demonstration program that was operated. References are made to the site activities throughout the Handbook to illustrate general points made in the text. Samples of materials developed for and used at the demonstration sites are also included.

Example 1

PROJECT ASSERT VOLUNTEERS

Volunteer	Background	Position	Location
Frank Russell	Mail Carrier	Assists Swimming Instructor	U.C.
Mel Sussman	Mechanical Engineer	Surveys Non-returning Students	U.C.
Lillian Sternberg	Gift Shop Owner	Assists Field Placement of Social Work Students	U.C.
Lucille McMullen	Dietician	Consults on Development of Technology Curriculum	C.T.C.
Louis Ehrenfeld	Varied Management	Critiques Technical Writing	U.C.
Robert Eagen	Public Relations	Critiques Technical Writing	U.C.
Joe Mendohlson	Business Management	Recruits Volunteers	U.C.
Edward Raich	Accountant	Does Posting in Financial Management Department	C.T.C.
Philip Driscoll	Dean of Admissions, Brandeis University	Follows up Suspended Student	U.C.
Ed Merkel	Lawyer	Acts as Resource Person for Secretarial Program	U.C.
Sam Levy	Advertising	Assists Recruitment Specialist	U.C.
Lloyd Johnson	Music Instructor	Supervises Piano Lab	S.C.C.
Grandma Green	Food Service Worker	Works in Day Care Center	S.C.C.
Sevillia Jencks	Nurse	Works in Day Care Center	S.C.C.
Lawrence Fogle	Advertising	Assists Public Relations Dept.	S.C.C.
J. H. Halderman	Human Relations	Assists Financial Management Dept.	S.C.C.
Jack Grimm	Management	Assists in Developing and Solidifying Programs for Elderly	S.C.C.
20 RSVP Volunteers		Assisted Evaluation	U.C.

U.C. – University of Cincinnati
S.C.C. – Sinclair Community College
C.T.C. – Cincinnati Technical College

Example 2

VOLUNTEER SERVICES MEETING FACULTY GOALS

Faculty Goal	Volunteer Job
... to take over some activities, thereby allowing someone the chance to work on more crucial things.	Assisting Dean of Admissions by contacting suspended students regarding reenrollment
	Supervising social service technology students in field internship
	Aiding swimming classes
	Conducting follow-up survey of non-returning students
... to teach students specific skills.	Assisting swimming instructor to help students feel comfortable in water
	Providing office-style dictation to secretarial class
	Helping social service students develop resumes
	Conveying information about reentry to suspended students
... to teach students more about the real world.	Talking to suspended students about life goals
	Helping students understand criteria for employment in business
	Giving students an idea of how legal secretaries operate in a corporation
	Creating a better understanding of problems of older people
	Responding to student job letters and resumes from the standpoint of someone who had read many
... to perform tasks/services that would not otherwise have been provided.	Providing opportunity for young children to interact with older person on a regular basis
	Supervising piano lab
	Conducting survey for which the supervisor did not have time
	Providing business-like situations in class
	Giving students individual attention
	Establishing one-to-one relationships with students in the field
... Other goals: to give the college more presence in the field to cut costs.	

THE RESOURCE HANDBOOK

The material in the Resource Handbook is organized by program components. Eight major components were identified: Determine Program Feasibility, Commit to Operate Program, Plan the Program, Generate Awareness, Put the Program in Place, Recruit and Place Volunteers, Monitor and Promote the Program, and Evaluate and Renew. For each of these components there is a group of activities that need to be performed. There is a section in the Handbook for each component that discusses in detail the activities associated with it.

The information presented in the Handbook is summarized by Figure 1 on page 8. It outlines the activities of the program and organizes them in a logical progression. A static diagram such as the flow chart is deceptive in that it does not illustrate the simultaneous and continuous flow of events very well. A timetable is provided by Figure 2 on page 9 to describe more accurately the layering of volunteer program operations. Neither of these diagrams are a substitute for reading the material in the Handbook. They are provided simply to orient the reader to the information and manner in which it is organized.

The reader will note that the flow chart is divided into activities for "community" and "institution." This division reflects the dual focus of a volunteer program. In order to recruit volunteers, the institution must reach out into the community. This may mean developing new contacts and breaking new ground. The person who handles the program must work with the community and operate the program within the institution simultaneously. Indications from the ASSERT demonstration were that the community and institution activities were distinct enough to merit their separation for the sake of discussion and emphasis. For purposes of this Handbook, community and institution will be separated. However, in the daily operations of a volunteer program, the activities blend.

Figure 1

PROGRAM PROGRESSION FLOW CHART

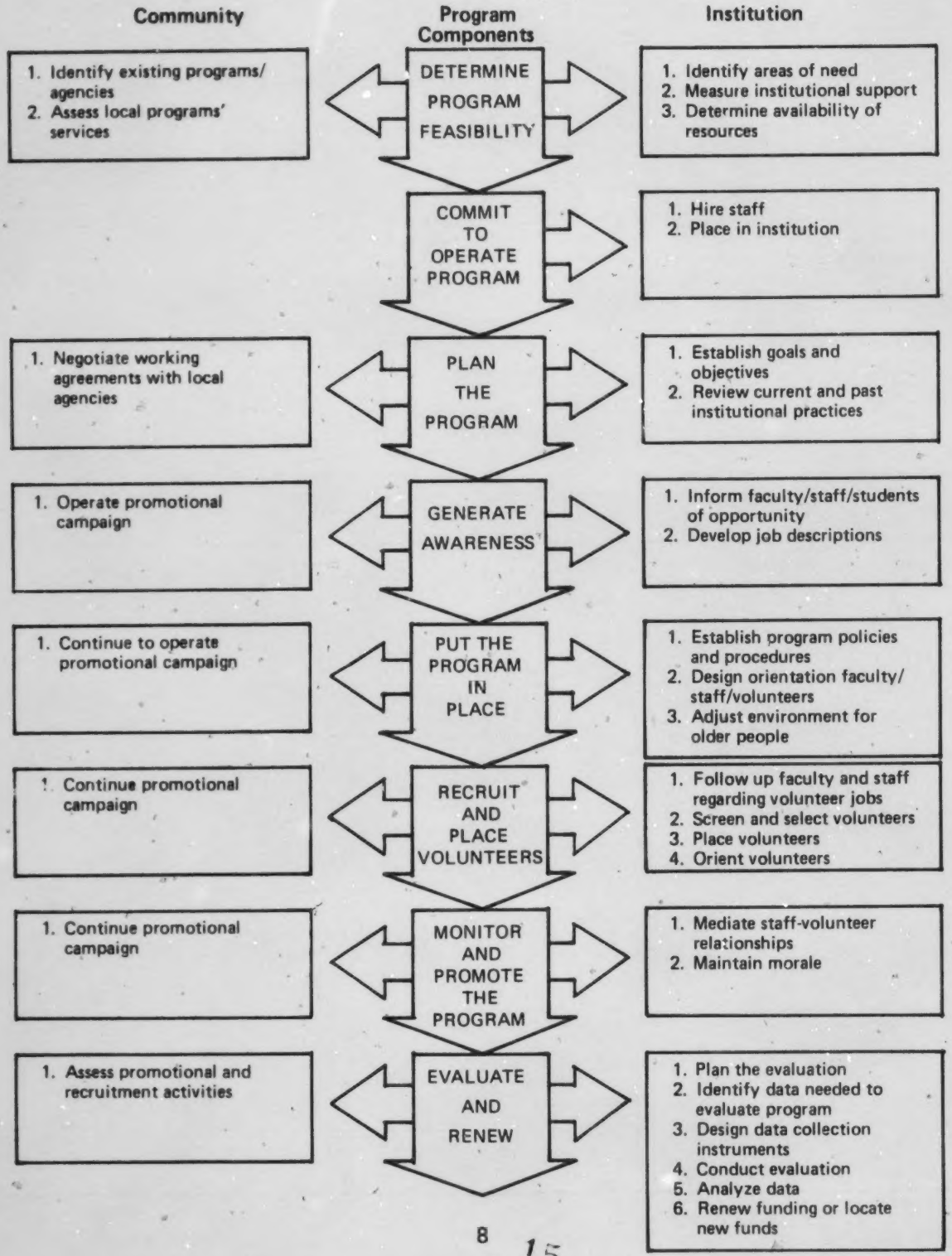
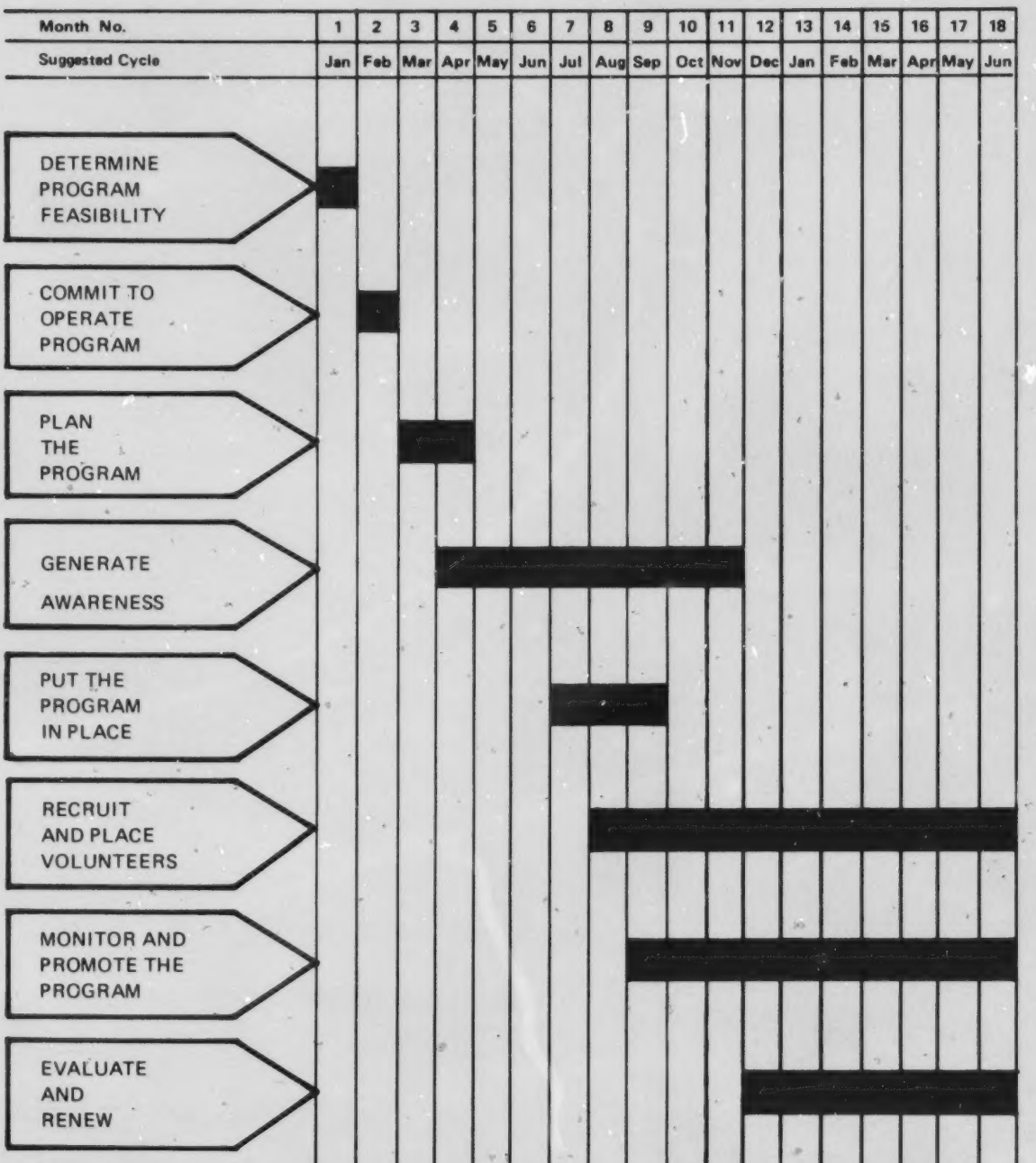
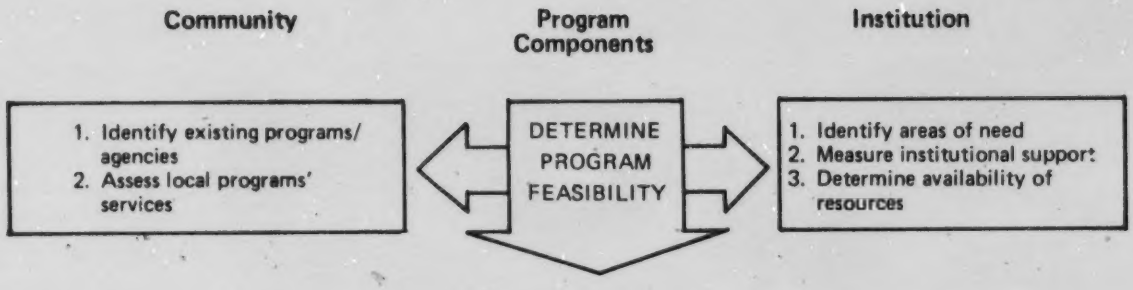

Community
Program Components
Institution
1. Identify existing programs/ agencies
2. Assess local programs' services
DETERMINE PROGRAM FEASIBILITY
1. Identify areas of need
2. Measure institutional support
3. Determine availability of resources
COMMIT TO OPERATE PROGRAM
1. Hire staff
2. Place in institution
1. Negotiate working agreements with local agencies
PLAN THE PROGRAM
1. Establish goals and objectives
2. Review current and past institutional practices
1. Operate promotional campaign
GENERATE AWARENESS
1. Inform faculty/staff/students of opportunity
2. Develop job descriptions
1. Continue to operate promotional campaign
PUT THE PROGRAM IN PLACE
1. Establish program policies and procedures
2. Design orientation faculty/ staff/volunteers
3. Adjust environment for older people
1. Continue promotional campaign
RECRUIT AND PLACE VOLUNTEERS
1. Follow up faculty and staff regarding volunteer jobs
2. Screen and select volunteers
3. Place volunteers
4. Orient volunteers
1. Continue promotional campaign
MONITOR AND PROMOTE THE PROGRAM
1. Mediate staff-volunteer relationships
2. Maintain morale
1. Assess promotional and recruitment activities
EVALUATE AND RENEW
1. Plan the evaluation
2. Identify data needed to evaluate program
3. Design data collection instruments
4. Conduct evaluation
5. Analyze data
6. Renew funding or locate new funds

Figure 2

TIMETABLE: FIRST EIGHTEEN MONTHS OF
PROGRAM PLANNING AND OPERATION


Month No.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Suggested Cycle
Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun
DETERMINE PROGRAM FEASIBILITY
COMMIT TO OPERATE PROGRAM
PLAN THE PROGRAM
GENERATE AWARENESS
PUT THE PROGRAM IN PLACE
RECRUIT AND PLACE VOLUNTEERS
MONITOR AND PROMOTE THE PROGRAM
EVALUATE AND RENEW



DETERMINE PROGRAM FEASIBILITY

PROGRAM COMPONENTS

DETERMINE PROGRAM FEASIBILITY

Before even thinking about operating a volunteer program, an institution should first explore whether or not it is feasible. Is there a clear need for such a program? Could such a program be supported, both philosophically and fiscally?

Institution

Identify Areas of Need

No doubt the original idea and eventual planning of a volunteer program begins with some vague sense of need. The institution feels that it can use additional personnel to enrich its program or feels that it should offer some service to the older population. Such vague needs must be more clearly identified to determine whether there is actually a place for volunteers in the institution.

Unless there is real need, there is no reason to operate a volunteer program. Although volunteers work without pay, the volunteer program does cost something. It costs money for overhead, office supplies, clerical support, and a coordinator's salary. It also "costs" the time and effort required to recruit, train, and supervise the volunteers. If the volunteer program is responding to real, demonstrated needs and volunteers are involved in productive, necessary tasks, the time and monetary commitment will seem minimal. But if the volunteers are brought in on the basis of goodwill alone without a clear concept of meeting needs, the time and money required may seem burdensome and commitments may quickly dissolve.

By instituting a volunteer program, the college will be gaining additional personnel who have expertise in a particular technology as well as knowledge of the world of work. However, identifying places where such additional personnel can be used is no easy task.

A major hurdle to cross in initially developing and operating a volunteer program is to get staff members to think about using volunteers. To assess the feasibility of a volunteer program, however, staff must be stimulated to think of their needs and translate these into possible volunteer jobs. Example 3 presents an exercise that could be used with staff members to help them establish their needs.

The needs identified by the staff will serve as the basis for proceeding with the volunteer program. It should be noted, however, that not all needs can be translated into volunteer jobs. In determining whether there is sufficient need evidenced to develop a volunteer program, the institution should keep in mind the nature of volunteer work. *Under no circumstances should volunteers be expected to perform work for which someone is normally paid.* Not only would this be unethical, but it may create animosities in paid staff and may cause volunteers to feel that the institution is taking advantage of them.

Example 3

EXERCISE TO STIMULATE STAFF CREATIVITY

The following activities can help staff members to assess the need for volunteers.

A. Have staff members prepare a list of activities they do during a typical work day. Have them place a check mark beside those items that they feel take up their time but do not really require the training and expertise that they bring to their job.

B. Have staff members prepare a list of items that begin with the lament, "If I had the time, money, or staff I would..."

C. Have staff members identify services they feel the college could offer provided they had people with the right expertise.

Once they have completed these lists, ask the staff members to review them. Of the checked items on list A, ask them to identify those that they could entrust to a volunteer. From list B, ask them to identify those items that they could accomplish with the assistance of a volunteer. Then, ask each staff member to write job titles for the activities from both lists they felt were appropriate for a volunteer.

Measure Institutional Support

The lack of institutional support has been mentioned as one of the most common causes for the failure of a volunteer program. In studying feasibility, checks should be made to determine whether the institution can support the program on both philosophical and financial levels.

The mission statement of the institution should provide the preliminary guide for deciding philosophical acceptance. Actual acceptance of volunteer programs, however, relies upon human commitment. Volunteers will depend on personnel in the institution to direct them toward work that is meaningful and productive. To be able to use volunteers effectively, staff members must accept the volunteers. However, the decision to use volunteers is often made by a person who will not actually be working with volunteers. The staff is presented with a *fait accompli* without ever being asked its opinion.

There is potential for resentment on the part of staff members regarding a volunteer program. They may feel put upon and view supervising a volunteer as yet another responsibility to add to the many they already have. They might also feel threatened by the volunteers by thinking that volunteers who come in and work for no pay diminish the value of their work.

It is important to determine the level of staff acceptance when studying feasibility. It often is difficult, though, to differentiate between avowed support and true commitment. For any number of reasons, people may respond in a socially desirable or politically expedient manner when asked whether they support a concept. However, when the responsibility of participating in a program becomes reality, many of the "supporters" lose their enthusiasm.

Here are some suggestions for getting beyond lip service support and establishing a better sense of "real" support:

1. Measure support at the same time needs are assessed. Staff members willing to participate in a needs identification exercise may be more likely to support the program than those who are unwilling.

2. Distribute in staff mailboxes a description of the program and a series of questions about attitudes towards having a volunteer program. An instrument developed for such use at the Project ASSERT test sites can be found in the Resource Materials at the end of this section. Example 4 describes one test site's approach to polling faculty opinion.

3. Take care not to alienate staff members with long questionnaires and other more or less impersonal methods. Staff members may need some gentle coaxing and may respond best to a low-key approach. Personal contact and informal gatherings with smaller numbers of staff may be more effective than mass mailings.

4. Finally, do not expect that every staff member will want to support the program and be prepared to have a volunteer. Some reticent staff members may be convinced only by a success story. Thus, it may be sufficient to target staff members who are more likely to be sympathetic to the program and hope to develop more support as the program grows.

Example 4

WHAT DOES THE STAFF THINK?

Sinclair Community College distributed a survey to its department chairpersons. Project coordinators selected this group because of the control they felt the chairperson had over departmental activities. To have any chance for success, it was essential that these individuals support the concept of a volunteer program. The response of the chairpersons to the survey was strongly positive, so the college felt comfortable in moving ahead with the program. Had the response been negative, the college could have used the survey answers to determine the reason for the opposition and perhaps have worked with the chairpersons to change their attitudes.

Determine Availability of Resources

Determining financial feasibility must begin by outlining the resources needed to operate the program. Resources can fall into four general categories: human, material, financial, and organizational.

Human resources are fairly self-explanatory. They are the people—the volunteers, staff to work with volunteers, and someone to coordinate the volunteer program in the institution. Material resources are such things as transportation, meals for volunteers, office supplies, record keeping materials, promotional materials, orientation and training materials, awards or certificates of merit, etc. Financial resources are those things that cover the cost of operating the program and may be

either dollars, in-kind contributions, or both. Organizational resources are administrative capabilities and facilities for operating the program.

For each of these resources an assessment needs to be made as to whether it is currently available at the institution, not currently available at the institution but obtainable from an outside source, or not currently available anywhere and must be developed. After the resources have been catalogued, a budget should be formulated to reflect the costs of obtaining those resources that must come from an outside source, developing those that are not available, and maintaining those available at the institution. Example 5 displays some items that might be found in a budget.

Example 5

SUGGESTED BUDGET LINE ITEMS

BUDGET

Volunteer Coordinator's Salary
Fringe Benefits for Coordinator
Office Supplies
Educational Resource Materials
Clerical Help
Reimbursement for Volunteer: Meals and Transportation
Publicity Costs
Local Travel to Recruit Volunteers
Cost of Staff and Volunteer Awards – Plaques, Dinners
Telephone
Postage
Printing

The budget should be reviewed to see whether the institution can support the cost of operating the program. The institution may be able to absorb part of the cost and may benefit from some in-kind contributions of services. But, there may be costs which cannot be absorbed by the institution or covered by in-kind contributions. These will have to be covered by outside funding. Some local options are nonprofit organizations such as the United Way, government units such as the Area Agency on Aging, or even businesses. Tax laws allow businesses to invest 5 percent of their excess profits in community services, so it is possible that businesses could help support a program, particularly if it benefits their retirees.

Funds for developing a new program may also be available at the state or federal level. Investigate the laws that support innovative programming in higher education or services for the aging. A catalogue of *Federal Domestic Assistance,* published by the Government Printing Office, is a good source of information on sources of support and eligibility. The *Federal Register* also contains announcements regarding the availability of federal funds. Both documents are available in libraries.

A further source of funding is private foundations. The Edna McConnell Clark Foundation has a strong interest in promoting the untapped resources of the elderly. Other foundations that may be of assistance can be located in the *Directory of Foundations.* This document can also be found in most libraries.

Most of the outside sources of funds will be seed money and available only for the first year or two of operation. This limited financing should be taken into account in assessing financial feasibility. An institution that has few funds to commit to operating a volunteer program and must rely on temporary funding from outside sources must think in terms of future availability. That is, can funds be diverted to the volunteer program once it proves to be successful? Institutions have a responsibility to the volunteers to consider the future of the program. Thus, if it seems unlikely that money beyond seed grants will be available, it may not be feasible to start a program.

Community

Identify Existing Programs/Agencies

A study of program feasibility should include a review of community programs for the elderly. This review should be done as a precaution to avoid duplicating any existing programs. It should also be done to catalogue possible sources of assistance.

There would be no reason for an institution to initiate a program when an existing program could serve it as well. It also would be very difficult for the institution to succeed at the program if other agencies felt threatened.

To conduct a community survey, it is best to begin by thinking in terms of the target population of volunteers and by systematically identifying various agencies serving their interests. A review of some of the following types of agencies is appropriate: older volunteer programs, agencies serving the aging (including social, health, welfare, and financial institutions), retirement organizations and homes, trade unions or professional organizations, or religious organizations. Example 6 lists agencies and organizations that are typically found in communities.

A key organization to contact is the Area Agency on Aging. As the designated planning and coordinating body for the college's region, its job is to be aware of the multitude of programs serving the older population. Listings of various agencies and a description of their services are usually available from the Area Agency on Aging. These lists are readily obtainable and can eliminate most of the work of identifying agencies to contact regarding the Volunteer program.

Assess Local Agency/Program Services

As community services are being identified they should be catalogued in some way to indicate their usefulness for particular facets of the program operation. It may be beneficial to enter into working agreements with some services while other services should just be informed of the program and encouraged to send people to it.

For example, the college may develop a list of organizations to approach for speaking engagements. Places such as churches, senior citizen housing units, senior citizens' centers, and professional organizations may be good sources of audiences for information about the program. Other organizations, such as the RSVP and the Voluntary Action Center, may be better equipped to work for the program and so could be approached to assist the college in its effort.

In assessing agencies' services, generating awareness and interest in the program is an inevitable outcome. Care should be exercised, however, not to arouse too much excitement, until the institution is prepared to tap it. At the feasibility stage, there is still a possibility that the program will not materialize or that it will take a much longer time to implement than was originally expected. In the early phases, the institution will be building credibility in its new undertaking. It needs the acceptance of those agencies with experience and reputation in the area. These agencies can lend credence to the effort by encouraging their clients to take advantage of it. Thus, until the college is certain that it can follow through with its program plans, it should maintain a low posture with regard to the agencies. It is desirable to contact them and share the idea, but best to postpone suggesting working arrangements until it is clear that the program will operate.

Example 6
AGENCIES THAT CAN HELP

Area Agencies on Aging: These are sub-state regional planning units that usually serve multi-county areas. They were established by the 1973 Amendments to the Older Americans Act of 1965 and form the third tier of the aging network created by the Act. They are primarily a coordinating body. They do not actually provide direct services but rather manage the service providers in their area. They do fund some activities directly, the most common being a transportation system for the older adults in the area. They would be a good source of information on services in the area.

Retired Senior Volunteer Programs: These programs arrange volunteer placements for people sixty years of age and older. These programs provide volunteer door-to-door insurance coverage and reimbursement for meals and transportation. These programs cater mostly to nontraditional volunteers, those who are unskilled and have not traditionally volunteered in the past. Arrangements can be made with them to refer volunteers to the college's volunteer program. In order to do this, the college must become a volunteer station for RSVP and sign a memorandum of understanding with them.

Voluntary Action Center: These agencies do not cater specifically to older adults, but do serve them. They serve as community clearinghouses for information on volunteer opportunities. They also provide information on operating volunteer programs. They can also serve as a referral agency for the institution's volunteer program.

Multi-purpose Senior Centers: Senior Centers house a variety of programs for older adults in the community. They serve as a central meeting place, usually offering an array of social and educational activities, as well as acting as a clearinghouse for services, such as hot meals and counseling. These centers, as places where older adults congregate, can provide a good source of recruits for a volunteer program.

County Offices on Aging: These units sponsor services for the older adult population in their county. As service providers, they have direct contact with the aging population in the community and so could be useful in advertising the opportunity of the volunteer program.

Community Agencies on Aging: These can exist in their own right, as a local council on aging, or may be a part of a community action organization. As with the county, these agencies are direct service providers and can help spread the word about the college's volunteer program.

Unions or Professional Organizations: These groups may have continued involvement with their retired members or may have retired members' organizations. They can promote the opportunities of the volunteer program and help the college attract retired technicians. Experience has shown that the college must be persistent in working with these groups. The best arrangement may be for the college to work with a contact person who already has links with the unions.

Religious Organizations: Participation in church-related activities is somewhat higher among the older public. Making contact with religious organizations can be very useful in seeking volunteers.

RESOURCE MATERIALS:

DETERMINE PROGRAM FEASIBILITY

QUESTIONNAIRE USED TO SURVEY STAFF ATTITUDES

Previous Involvement with Volunteers

In the space provided below, please describe any involvement (past or present) you have had with volunteers here at _____. Indicate the volunteers' positions and duties. For any involvement that was begun and then discontinued, please provide reasons for the termination.

A. REASONS FOR HAVING VOLUNTEERS IN THE INSTITUTION

Listed below are some possible reasons why a volunteer could be involved in your program. Please indicate the degree to which you agree or disagree that this is a reason by circling the number that most closely approximates your answer.

---

1. Volunteers can enrich the learning process and expand the learning environment for students.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

2. Volunteers can assist teachers in providing more individualized instruction in their classes.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

3. Volunteers can help school personnel meet the personal learning needs of students by relieving them of some non-teaching duties and tasks.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

4. Volunteers can provide schools with resource people who are able to share special talents, skills, and expertise that would not normally be available in the schools.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

5. Volunteering provides opportunities for concerned members of the community to participate effectively in improving the education program of the schools.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

6. Volunteerism helps stimulate greater citizen understanding and support of school programs through citizen participation.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

7. Volunteers are a valuable source of ideas about the community as well as relevant information about problems and needs in the community.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

B. REASONS WHY INSTITUTIONS DO NOT USE VOLUNTEERS

Postsecondary institutions often make little or no attempt to recruit or utilize the services of volunteers. Listed below are possible reasons for this. Please indicate the degree to which you agree or disagree that the statement describes a real reason by circling the number that most closely approximates your answer.

1. Institutions are not familiar with the activities of volunteers, the contributions they make, and the hours they devote.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

2. The institutions are unaware or uncertain about how to obtain volunteers. Unwilling to assume the responsibility for recruitment themselves or lacking knowledge of recruitment techniques, they are unable to obtain volunteers. And, they do not know which agencies they can contact to assist them.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

3. The institutions would like to use volunteers, but they are unable to identify appropriate tasks for them.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

4. The institutions are unable to use volunteers because opposition from paid personnel who perceive a threat from volunteers is too great.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

5. The institutions have been deterred from developing a program because they lack knowledge about the procedures and processes involved in managing a volunteer program.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

6. The institutions would like to have volunteer programs but lack the financial resources to develop them and are unable to obtain funds or are unaware of how to do so.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

C. ATTITUDES TOWARDS VOLUNTEERS

Below is a list of statements regarding volunteer behavior. Please indicate the degree to which you agree or disagree with the statement by circling the number that most closely approximates your answer.

---

1. Dependability: Volunteers are not always dependable. They make a commitment and then don't live up to it. Workers are dependable when you pay them.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

2. Confidentiality: Volunteers do not always honor confidentiality. They may gossip about students or school affairs and in the process destroy student confidence and/or public confidence in the school.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

3. Disillusionment: Volunteers will come to the program full of enthusiasm and as time goes by, both their excitement and numbers will dwindle.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

4. Amateurism: Volunteers who have not been trained as educators will not be able to handle students in a professional manner.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

---

5. Lack of Control: Because volunteers are not paid for their work, it is hard to justify supervising or directing them.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

6. Threat to Paid Personnel: Volunteers may be viewed as a replacement for staff.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

7. Volunteer Expectations: Because they work gratis, volunteers will expect special treatment or extra considerations.

1	2	3	4	5
strongly disagree	moderately disagree	neither agree nor disagree	moderately agree	strongly agree

D. TASKS VOLUNTEERS COULD PERFORM

Listed below are tasks in which volunteers have been involved. Please read them and respond using the foliowing statements:

A. Do not presently offer this service.

B. Would not use a volunteer in this service area.

C. Would use a volunteer in this service area.

D. No opinion.

Counseling

____ Career guidance: Volunteer may help students decide what career they would like to pursue.

____ Career planning: Volunteer may help students plan courses in the context of what they will need on the job.

____ Job coaching: Volunteer may help coop students having trouble on their jobs by advising them on the dynamics of the work situation.

Placement

____ Job broker: Volunteer may go out in the community and establish contacts and positions in which to place students – either for employment, internships, or coop positions.

____ Placement library: Volunteer may serve as a resource person in an area where information on careers and the world of work can be viewed by students on an informal "browsing" basis. The volunteer may talk with students as well as perform some librarian functions.

____ Placement workshops: Volunteer may be a resource person for knowledge on the world of work – salaries, advancement, etc.

Instructional

____ Classroom: Volunteer may perform clerical, monitorial, and instructional reinforcement tasks under the direct supervision of the classroom instructor.

____ Lab Assistant: Volunteer may assist in school, giving students individual attention and checking their work, under the direct supervision of the lab instructor.

____ Field Trip Assistance: Volunteer may arrange and guide field trips, tours, or excursions to industrial and business sites.

Miscellaneous

____ Student organizations: Volunteer could sponsor or assist with projects in student organizations.

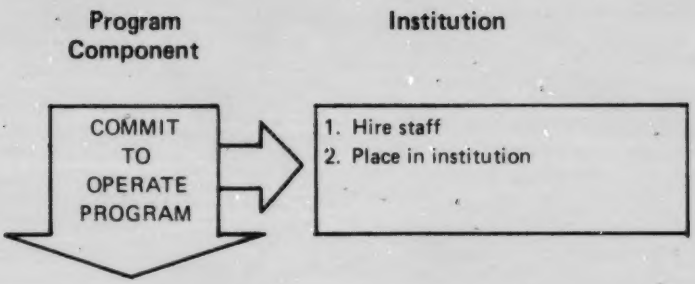
____ Advisory committee: Volunteer could advise on the development of programs for the elderly or curriculum for technical programs.

____ Pool of resource persons: Volunteer could organize and administer a pool of persons who would be guest speakers and lecturers, give demonstrations of various technical skills (historical perspective), tutor when needed, etc.

____ School/community: Volunteer may act as a liaison between the school and the community by keeping business and industry leaders informed about the school program and by relaying information back to school personnel about business and industry attitudes toward the program.

____ School hospitality: Volunteer may receive people who visit the school and give tours of the school.

____ Technician: Volunteer may inventory, store, maintain, and operate equipment in school labs and shops.



COMMIT TO OPERATE PROGRAM

COMMIT TO OPERATE PROGRAM

If the program has been determined feasible, the institution should make a final commitment to operate the program. Initially this will involve hiring or appointing staff to operate it and placing the program in the institution.

Institution

Hire Staff

It is valuable for the institution to have at least one person responsible for the program. This person, the volunteer coordinator, may be either part-time or full-time, volunteer or paid, depending on the scope and complexity of the program. It is advisable to have a full-time person when beginning the program. It will require a great deal of time and effort to lay the groundwork for operating the program. This person's hours may be reduced once the program is in full operation.

The volunteer coordinator's position is multifaceted. It is an administrative, supervisory, and liaison position all in one. The volunteer coordinator will be responsible for the mechanics of the program. This is the administrative role. The coordinator must –

- determine how many volunteers are needed and what they will do,
- recruit volunteers,
- work with staff to develop volunteer positions,
- screen and place volunteers and make adjustments when necessary,
- keep records of daily attendance and meals, and transportation reimbursement,
- maintain a resource file on available volunteers,
- submit monthly reports.

The coordinator must also insure that good use is made of volunteer talents. This is the supervisory role. The coordinator must represent the rights and responsibilities of both the volunteer and the staff person with whom the volunteer is working. The coordinator should be prepared to orient and train both volunteers and staff so that they understand their roles and how they can best work together. It is important that the coordinator not assume an advocacy position in the supervisory role. The coordinator should not monitor staff activities to insure proper treatment of volunteers, but concentrate on preparing staff and volunteers to work together, accepting grievances from either group as they arise, and working with them as a team to solve any problems.

The coordinator is also a liaison person who makes internal and external linkages for the program. Internally, the coordinator will link the volunteer to the rest of the institution, bringing volunteers and interested staff together. Externally, the coordinator will create a base of support for the program. As discussed in the previous section on planning, it benefits the program to have expressed support from potential groups with a vested interest in the program. The volunteer coordinator can help develop this support, particularly in the case of volunteer agencies, by developing agreements with these agencies to use their resources for recruiting, training, or any other program activity. A sample job description for a volunteer coordinator is found in the Resource Materials at the end of this section.

The person who has the position of coordinator should be familiar with both the institutional environment and the community network of agencies. The coordinator should know something about education as well as about older adults. If it is not possible to find someone who meets all the qualifications for the job, it becomes necessary to establish which qualifications are "essential" for doing the job and which are "preferred."

It is difficult to say which is more important in the coordinator's job—a knowledge of the institution or the community. A lot depends on the institution itself—how much support for the program is already present, what kinds of links are already established with the community, and whether or not an administrator has been assigned responsibility for the program and contributes time to it.

The Project ASSERT demonstrations provided the opportunity to observe a coordinator who had experience in working with organizations for the aged and another coordinator whose experience was in the community college. Example 7 describes the coordinators hired.

Example 7

TWO COORDINATORS

Sinclair Community College: Sinclair sought a coordinator familiar with the college and the community. The search found such individuals (part-time instructors and spouses of faculty members), but the timing was such that hiring was not possible. The college turned to someone already on the faculty to perform the job. It was felt that it was more important to have someone who knew the college to "sell" the program within, and that the college had some strong community links through its advisory committees, particularly on labor studies.

University College: University College felt the need for someone with community contacts and looked for a coordinator outside the institution. Initially, a coordinator with a union affiliation was sought in the belief that such a background would be helpful in recruiting retired technicians. When such a candidate could not be found, the college hired a coordinator with experience in working with older adults.

Both colleges felt that not having someone with experience in both the college and with organizations serving retirees limited them. Program development was slowed in the areas where the coordinator lacked familiarity. If at all possible, it is best to have someone who knows both areas of operation.

One possibility that should not be overlooked is the assistance of volunteers in the coordinator's functions. They can be involved in many ways. Should the college be unable to support a full-time coordinator, volunteers can supplement the hours devoted to operating the program. This is also true in the cases where the coordinator may lack knowledge of older adults or of the college environment. A volunteer with knowledge in one or both areas can use his/her expertise to assist the coordinator and complement the coordinator's skills.

The involvement of volunteers may be especially critical for institutions with uncertain funding. As funds dwindle, it may be necessary to delegate the responsibilities of operating the program to the volunteers.

Place the Program

The program needs a place in the institution, physically as well as organizationally. The coordinator will require an office from which to conduct program business and also will need to know the chain of command regarding program policies. Beyond just practical concerns, the program needs a physical presence to provide it some legitimacy and it needs an organizational niche to provide it some authority.

Regarding the coordinator's office, preference should be given to a very accessible, visible location. The volunteers' first trips to the institution are likely to be confusing. They will be entering an unfamiliar environment and getting lost can discourage them from participating. Thus, it is important that the coordinator's office be easy to find. A visible office also helps publicize the program to faculty and students. As people pass by the office they may be drawn to it with questions. They may see volunteers in the office and start thinking about ways in which they could benefit from the program.

To place the program organizationally, it should be viewed as a college function that cuts across all departments. The program has the potential of serving most, if not all, the departments, so the coordinator must have sufficient authority to cross departmental lines. Example 8 contains information about placing the program physically and organizationally at the sites.

Example 8

PLACEMENT OF THE PROGRAM AT THE SITES

- At Sinclair Community College the program operates under the aegis of the Division of Continuing Education. The Dean's office serves as the central location for program operations and the coordinator reports to the Dean.

- At University College the program operates directly out of the Dean of the College's Office and the coordinator reports to him. The program office is located in the administration building on a different floor from the Dean's office.

RESOURCE MATERIALS:

COMMIT TO OPERATE PROGRAM

SAMPLE VOLUNTEER COORDINATOR JOB DESCRIPTION

A job description for the volunteer coordinator might look something like this.

Title: Volunteer Coordinator

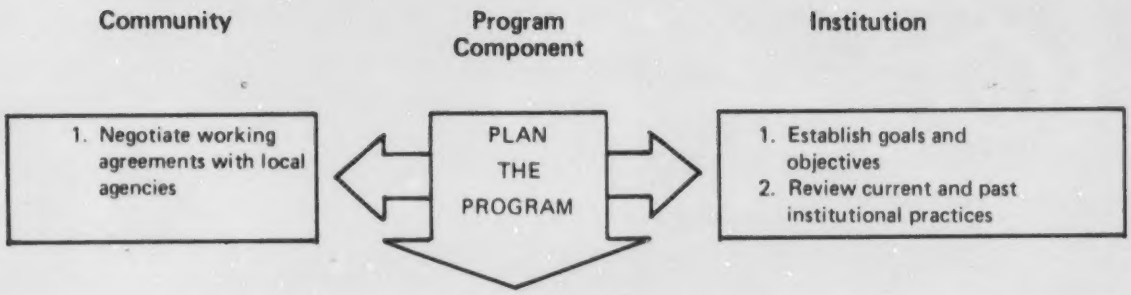
Responsible to: Dean of Continuing Education

Definition of Duties: General administration and planning of volunteer program, which should include the following:

1. Making presentations and/or speeches on behalf of the program for the purpose of recruiting volunteers and encouraging community support for the program
2. Planning and operating a promotional program for the purpose of recruiting volunteers for the program
3. Familiarizing staff with the program and its policies and wherever possible assisting them in identifying their need for volunteer assistance
4. Developing file of volunteer job descriptions
5. Processing staff requests for volunteer assistance
6. Assigning volunteers to positions
7. Keeping files and records of volunteer activity in the institution
8. Conducting meetings with staff and volunteers to: orient volunteers to the college, assist staff to work effectively with volunteers, and provide training for volunteers where necessary
9. Planning meetings so that volunteers can become acquainted, discuss problems, and exchange ideas
10. Planning meetings so that staff working with volunteers can become acquainted, discuss problems, and exchange ideas
11. Arranging for recognition of volunteers and staff in the college
12. Monitoring program progress
13. Arranging for evaluation of program
14. Planning for continuation of program and assisting in obtaining funding

Time required: 20-40 hours per week

Qualifications: Coordinator should be familiar with the operation of the institution, should also have worked with retirees and have a knowledge of programs serving older adults. Past experience in managing programs, particularly volunteer programs, is preferable.



PLAN THE PROGRAM

PLAN THE PROGRAM

Once the commitment has been made to establish a volunteer program, the institution should begin to plan for program development and implementation. Planning as a preliminary step to program operation is invaluable.

The process of planning involves determining what is to be accomplished by the program, assessing the institution's current status with respect to the program to be established, and identifying the tools needed to operate the program successfully. Planning has been compared to preparing a road map for a trip. Starting from one point in time or location, the individual planner must plot out a series of steps to follow to reach a designated destination or condition. In plotting the route, the planner must identify not only steps but possible problems that may be encountered.

This handbook hopes to take some of the work out of planning for a volunteer program in a two-year postsecondary institution. It provides a series of steps to follow in installing and operating such a program. This does not eliminate the planning function; it merely provides a framework for planning. Each institution has its own unique set of circumstances and resources that make it impossible to generalize about the planning process. Institutions will find that they seek to accomplish different things with the volunteer program and that they will be beginning from different situations. Furthermore, the communities in which the institutions are located will differ as to the mix, strength, and cooperation of the programs and services they offer. Thus, it is essential that each institution takes time, *before* launching a volunteer program, to think through the process and map out some strategy.

Institution

Establish Goals and Objectives

Well-written goals and objectives are essential. Initially, they focus the effort. As the program progresses, they serve as guideposts to help keep the effort on track. And as the program draws to a close, they serve as indicators to measure the success or failure of the effort.

Goals are broad policy statements of the aims of the program. Objectives are more measurable statements of what the program is to accomplish. "Establishing a volunteer program using retired technicians as volunteers" is a goal, while "offering more career guidance by installing three volunteers in the guidance office at the beginning of the fall quarter" is an objective. Notice that the first statement is very general. It conveys a sense of what is to be done but provides no information as to exactly what will be done, who will do it, how it will be measured, or when it will be accomplished. The second statement provides all four pieces of information:

What: to offer more career guidance

Who: retired technician volunteers

How it would be measured: number of volunteers stated

When: by the beginning of fall quarter

Example 9 displays the set of goals and objectives developed for the Project ASSERT demonstration sites. Some may apply to the program being planned for another institution and others may not. However, they should help trigger some thoughts as to the goals and objectives of establishing such a program.

Review Current and Past Institutional Practices

Current and past college practices that may have some bearing on the volunteer program should be reviewed as a part of the planning process. Some areas of concern may be personnel policies, other volunteer activities (e.g., alumni), and programs for older adults. Such a review can accomplish three things. It may reveal current practices that are functional for the volunteer program. It may also uncover practices that may be dysfunctional and act as barriers to implementing the volunteer program. And finally, it may identify gaps in practices that will have to be filled to operate the volunteer program.

In conducting a review, it will be possible to "get a fix" on the institution with regard to the volunteer program. This step can be invaluable, so it should be done thoroughly. The fewer gaps that need to be filled, the lower the cost of the program. For example, orientation programs presently used for new students or staff may be perfectly adequate for volunteers as well. A review of the institution's advisory committees may reveal ready-made contacts for the volunteer program. Some of the individual members may be able to provide links with community agencies that can assist in operating the program. Alumni who may already be providing volunteer services may provide a pool of possible recruits.

Some existing administrative policies may be transferable to the volunteer program. Reimbursement procedures are an example of such a policy. Other administrative policies may hinder the program and should be examined carefully before embarking on a volunteer program. Failure to take stock of possible problem areas may cost the institution in credibility and money. Example 10 illustrates some administrative issues that caused some concern at the ASSERT sites.

Example 9

PROJECT ASSERT GOALS AND OBJECTIVES

Project ASSERT, through its model demonstration program, had the following goals:

1. To enrich the lives of retirees from the trades, crafts, semiskilled, and technical occupations by providing them with contributory roles after retirement
2. To enrich the educational offerings of two-year colleges by infusing them with the occupational knowledge and experience of retirees from the trades, crafts, semiskilled, and technical occupations
3. To increase student understanding of the life of work and careers by creating an environment for the intergenerational sharing of skills
4. To provide the design for implementing similar projects in other two-year colleges
5. To strengthen the ties between the two-year college and the community at large

For these goals the following objectives were developed:

1. To demonstrate the strategies for installing and operating a volunteer program in two two-year colleges in Ohio so that the concept of using retirees from the trades, crafts, semiskilled, and technical occupations can be tested and, if proven successful, repeated
2. To establish volunteer positions in two two-year colleges reflective of the abilities of retirees from the trades, crafts, semiskilled, and technical occupations so that they may maintain a meaningful and productive role in the community after retirement
3. To recruit retirees from the trades, crafts, semiskilled, and technical occupations and place them as volunteers in two-year colleges in positions that take advantage of their past occupational experience
4. To better acquaint students with the world of work through interaction with people who have spent the better part of their lives working, so that the students can make more informed career choices
5. To develop, test, and disseminate a Resource Handbook outlining the promotion, recruitment of retired technicians, etc., in two-year colleges in order to facilitate a wider practice of the concept
6. To strengthen occupational education in two-year colleges by providing additional personnel who can advise and instruct students on career opportunities
7. To establish linkages with organizations that have contact with retired technicians, so that a concerted effort can be made to locate and place potential volunteers

Example 10

SOME ADMINISTRATIVE CONCERNS AT THE SITES

Two issues arose at the demonstration sites that involved interpreting administrative policy. One was with regard to confidentiality and the other to hiring practices.

Both Sinclair Community College and University College anticipated having volunteers in positions that would allow them access to students' records. The question arose as to whether allowing volunteers such access would be a breach of confidentiality. In both cases, it was determined that it was not.

At Sinclair Community College there was the question of whether placing a volunteer in any position would be violating the college policy that prohibited placing someone in a position when such a placement would displace or reduce the number of regular employees. The deciding factor in this case was whether or not the volunteer was placed in a budgeted position. Thus, as long as the volunteer was not placed in a budgeted position, the policy would not be violated. This policy protects both the volunteer and the college staff.

Negotiate Working Agreements with Local Agencies

The institution may be a newcomer to the world of volunteer programs. As mentioned previously, it can rely to some extent on the resources found in other agencies that work with volunteers, older adults, or both. The point to remember is that in operating a volunteer program for a specific group of individuals, there will be some overlap with other programs operating in the community. There is no reason to work independently from or at cross purposes with these programs. Rather, attempts should be made to cooperate with them.

Building bridges with community agencies is a very important element in planning and operating a volunteer program. To recruit volunteers, the institution must actively reach out in the community. And with older adults as the target, this often means building new relationships in the community.

As a part of the planning process the institution should begin to define working agreements with local agencies. As was noted in the section on "Determining Program Feasibility," agencies will vary as to the kind of assistance they can provide.

Some will be able to assist in recruiting. The mechanics of this assistance should be understood by all involved. It may mean running ads for volunteers for the college along with ads for other programs. It could take a more active form of assistance, such as having staff members from other agencies speak on behalf of the college program.

The kind of assistance an agency can provide may depend in large part on the resources it has. Contrast, for example, the experience of the two ASSERT sites as described in Example 11.

The college should be aware of the implications of joining into work arrangements with other agencies. There may be conflicting roles that could cause friction. If an agency is recruiting for the college, it may feel that it ought to have some responsibility for placing the volunteers it recruits. The agency may not feel comfortable releasing a volunteer for placement by someone else.

While planning, the college should also approach organizations that have been targeted for speaking engagements. Dates should be scheduled and procedures delineated.

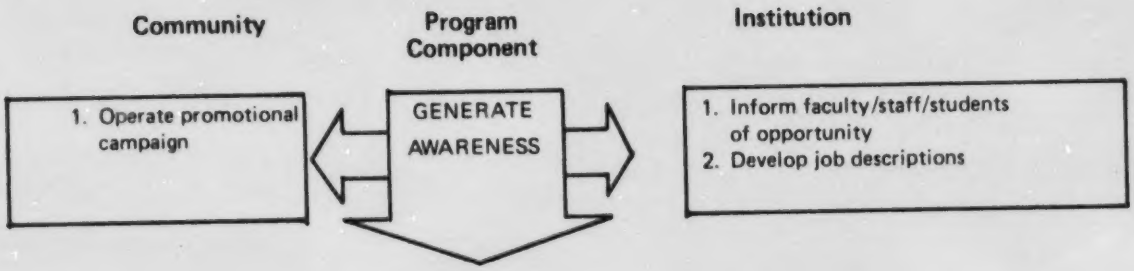
Example 11

BUILDING BRIDGES IN THE COMMUNITY

Both Sinclair Community College and University College in Cincinnati developed working agreements with the RSVP in their area.

The RSVP in Dayton was a very small operation with a limited budget. While their interest in ASSERT was very strong, they were unable to actively promote the program. ASSERT positions were listed with them and appeared in their literature, but no special efforts were made.

The Cincinnati RSVP on the other hand had a better financial base. They had sufficient staff time to arrange speaking engagements with groups who might be particularly interested in ASSERT.



GENERATE AWARENESS

GENERATE AWARENESS

As soon as the program has been approved by the institution, efforts to generate awareness of its presence should begin. Generating awareness can stimulate interest in the program and even enlist some participants. The institution may not be ready to mount an all-out recruitment drive. The lack of clearly defined volunteer jobs or program operating materials may make it unrealistic for the institution to do this. However, it is equally unrealistic for the institution to wait until absolutely everything is in place before operating any kind of awareness effort. It can take quite a while for the word to spread about a program. Volunteers will not appear immediately after information about the program has been released, nor will faculty members develop jobs as soon as they are informed of the opportunity. The institution can use the time after the information goes out and before a heavy response is felt to put the final touches on its operations. Because of the time it takes to translate interest into action, it would be unreasonable for the institution to get all geared up for the program, only to sit and wait for weeks and weeks until volunteers are attracted to the program. Such a time lag could affect motivation. It is important for the institution to be able to react at the right time.

It is highly likely that the institution will attract some volunteers with its early promotion. This is not to be feared; it can be an asset to the program. This handful of early volunteers can provide the program a "track record" that can be used in promoting the opportunity. People respond more to a known quantity; they don't want to be the first to try something. Thus, having volunteers enrolled in the program early can help in convincing people that participating is worthwhile. There won't be more volunteers than the institution can handle.

In these early stages, the recruitment of a volunteer and the development of a job are likely to occur simultaneously. This is not to be discouraged. As a later section will note, it is often the only way to break the ice for a program. Operating in this fashion requires special care to balance the interests of all involved.

As with all the other components, generating awareness takes place within the institution as well as in the community. The purpose of creating awareness in the institution is primarily to develop job placements. The purpose of releasing information in the community is to generate recruits.

Institution

Inform Faculty/Staff/Students of Opportunity

Depending on how extensive a needs assessment was conducted or how many people were contacted regarding their support for the program, the faculty and staff may already be well aware of the program. If such is the case, it is not awareness that will need to be generated; rather it will be active participation in the program. Participation can be accomplished by having faculty and staff members submit job descriptions. Remind faculty members of the needs assessment and of the tentative jobs they identified at that time. The reminder may facilitate their submission of formal descriptions.

If the majority of faculty and staff members have little or no knowledge of the program, it is appropriate to provide them with some program description before soliciting a job description from them. Any number of approaches can be used to tell the faculty and staff about the program. The method used is not really important, but follow-up is critical. The coordinator will have to

sustain staff interest in the project by continually contacting staff members who have shown an interest. Unfortunately, because of their many other responsibilities, staff members tend to take a passive stance and, while interested, will let the opportunity slip by unless they are constantly reminded of it. The coordinator should not run the risk of turning someone off about the program by being obnoxiously persistent. The coordinator should be able to respect reluctance on the part of staff and not push when it is hopeless, but should not be timid. People who are interested will become actively involved only through persistent reminders.

Some of the techniques used by the ASSERT test sites to generate internal awareness are reviewed in Example 12.

Example 12

PROJECT ASSERT COMES TO CAMPUS

University College:

The University College consortium faculty and staff were informed through an incremental approach. First, the Deans of the Colleges were contacted and they passed the word down to individual faculty members. The coordinator then met individually with the faculty members who showed an interest to discuss their needs and possible positions for the volunteers.

The consortium faculty and staff also used a blanket approach and made presentations at faculty meetings. At these meetings they distributed a brochure that briefly described the program and the procedures for participating in it and the person to contact for further information.

Finally, the consortium faculty and staff contacted the college's public information department and released information about the program through the college newspaper and a campus newsletter. The public information department was also used for generating external awareness since it is part of the department's function to inform the public about the college's activities.

Sinclair Community College:

At Sinclair, faculty and staff learned about the program through announcements at committee meetings and at the meeting of the Institutional Council.

In addition, all full-time faculty, deans, and department chairs received written announcements about the program.

In conducting an internal awareness campaign, personnel of the program should not overlook a very important group of people—the students! Many state-supported institutions are required by law to provide—sometimes on a space-available basis—educational opportunities free of charge or at a reduced rate to people sixty years of age or older. Many institutions have a steadily increasing number of retired persons enrolled in their educational program. These people should be identified and informed of the volunteer program opportunity. They are already on campus, so any reluctance or fear they might have about going to a college program has already been diminished. Thus, they are good people to involve early in the program; their involvement can help build credibility for others who may have fears.

Both of the test sites looked to their older students. As Example 13 shows, it was worth the effort.

Example 13

DON'T FORGET THE OLDER STUDENTS

Sinclair Community College hosted a reception for its Golden Agers. The ASSERT organizers explained the program to them at that time and solicited their involvement.

University College got a listing of its older students and invited them to attend a reception held for the benefit of community agencies as well. The ASSERT administrators called the reception their Project ASSERT Kick-Off and, just as Sinclair, explained the opportunities of the program to all those attending.

Those efforts paid off! Both sites attracted some of their students to the program. One volunteer had been taking swimming classes at University College. After the Kick-Off meeting, he was transformed from student to instructor!

Develop Job Descriptions

Volunteer job descriptions are an important element in program design. They define the job and help the volunteers perceive their responsibilities and relationship to the institution and the people working in it. There are other advantages to job descriptions. They provide information about the job—such as duties, hours, qualifications and supervision—that can be helpful in the recruitment, screening, training, and supervision of volunteers.

Job descriptions guarantee the need for volunteers by making people translate their needs into specific tasks and duties. They help avoid the situation in which the volunteer reports to the job, only to find that no one is exactly sure what the volunteer is supposed to do. This kind of incident can really undermine a volunteer program. People who are waiting to volunteer quickly lose their enthusiasm if it seems that they are not needed.

Writing a job description for a volunteer job involves the same things as one for a paid position. The only difference between a volunteer and a paid staff member is that the volunteer receives no monetary compensation. So, aside from pay, a volunteer needs to know the same exact things a paid staff member needs to know. Descriptions should include the following information:

- Title – accurately reflects the responsibilities the volunteer is to fulfill
- Accountability – specifies person to whom the volunteer reports and is accountable
- Qualifications – outlines education and abilities needed
- Duties – defines specific functions the job will entail
- Hours required – specifies hours per week

Example 14 is a job description for a position at one of the ASSERT test sites.

Example 14

SAMPLE JOB DESCRIPTION

VOLUNTEER COURSE TUTORS FOR ELECTRONIC ENGINEERING TECHNOLOGY

Qualifications

The volunteer course tutor will be qualified both academically and in practical experience. Qualifications include such attributes as patience, understanding, tact, and the ability to encourage students to do their best.

Job Responsibilities

The volunteer course tutor will help students during open lab periods and will assist the instructor or the department chairperson.

There is a variance of opinion as to when job descriptions should be written. Some people would say that before volunteers are ever recruited there should be a written job description for every position. From the standpoint of protecting the volunteer by guaranteeing a position, writing job descriptions before recruiting makes sense. The institution can be very specific about the type of skilled people it needs, eliminating unqualified applicants.

Others note several problems with this approach. First, developing a volunteer program requires a great deal of creativity. Conceiving volunteer jobs in the absence of real people with varied skills can take on a very abstract quality. Several things can happen. Staff members who may feel they could use a volunteer may not feel that they have the time to think through a job description and so never submit one. Or, staff members may have a difficult time identifying what acceptable volunteer work is. Without talking to someone who can agree or not agree to certain tasks, they may decide that what they need done could not be done by a volunteer and so never submit a job description. In either of these cases, the presence of an actual volunteer with whom a staff member could interact and negotiate could change a potential nonvolunteer user into a user. In fact, both the ASSERT demonstration sites reported that staff needed to meet face-to-face with the volunteers before they could really think seriously about getting involved with one.

A further problem with requiring job descriptions before recruiting volunteers is the potential of job descriptions eliminating valuable volunteers. People tend to underestimate their skills and abilities. This is particularly the case with retirees, who may have never attended a postsecondary institution. They may have difficulty assessing their own capabilities and are likely to screen themselves out of a program. However, if they can come to the institution, see what it is all about, and talk to someone about the program, they may be convinced that they can make a contribution.

As stated before, the advantage of writing job descriptions before volunteers are recruited is that it makes people organize their thoughts so they are prepared to work with a volunteer when the opportunity arises. This is important and should not be ignored in the face of the problems just discussed. There is an apparent conflict; job descriptions should be written to guarantee the need for volunteers, and yet staff and potential volunteers can be eliminated by requiring them. The

problem is eliminated if job descriptions are seen as flexible, moving from general to more specific as more facts about the volunteer and the position become known.

It would be a mistake to start a program without position descriptions. Staff members who are truly interested should be able to develop some kind of description. Consider these early descriptions as basic guidelines that can be modified at any time. Hours and duties may change—in fact, they should change—to allow the volunteer to grow.

Community

Operate Promotional Campaign

The primary purpose of operating a promotional campaign in the community is to recruit volunteers. There are a variety of techniques that can be used to create community awareness of the program. In general, promotional techniques that put the volunteer coordinator in direct contact with potential volunteers are most effective.

Being new, the institution's volunteer program has no reputation to precede it. Thus, people may need some active convincing to motivate them to participate in the program. One approach to use is to tack the program's promotion onto that of a more established program. This can help to compensate for the program's lack of public image.

The institution does have a reputation for its other endeavors. In promoting the volunteer program, emphasize what people do know about the institution. The college is already an accepted educational service provider. Promotional materials may remind the public of this and then offer a new service of volunteer opportunities.

In designing the promotional campaign, there are some basic principles that should help generate a productive effort.

Offer the volunteer opportunity effectively. It is important that potential volunteers perceive the opportunity they are being offered as interesting and worthwhile. The college should emphasize its need for volunteer service and show an interest in volunteer needs and expectations. It should demonstrate the institution's desire to work with volunteers to make the interaction a valuable experience. Flexibility and personal approaches in such things as the initial interview and invitations to visit the institution before a commitment is made will all show volunteers that they are really needed and wanted.

Promote the need for services. While, particularly with the sixty-five and over age group, there are benefits to the individual in volunteering, the college should emphasize its need for services. This legitimizes the opportunity it is offering. And as surveys have shown, people volunteer, first, to help people and, second, because of the enjoyment it brings them.

Promote the program continuously. Some times of the year are better than others for promotion, so major promotional drives might be conducted at those times. Promotion should be done continuously, however, since there will be some volunteer turnover and new needs will arise. With the sixty-five and older age group, the college should consider conducting a major promotional drive in the spring or summer when it is easier to get out of the house. Also, many elderly people from northern climates spend their winters in warmer climates. Once they are enrolled, the volunteers' enthusiasm should carry them through the long winter months. Winter, however, may be a time of high turnover, so recruiting should be done all of the time to maintain a pool of volunteers.

Be aggressive when promoting the program. It is important that promoters avoid being abrasive and avoid underselling the job to be done while seeking out potential volunteers. Many writers on the subject insist that most people just need to be asked to volunteer. Making the contact, then, is very important. Colleges should not hesitate to go out into the community, door to door if need be, to push the opportunity. Most people won't just come to volunteer on their own initiative; they must be asked.

Concentrate initially on developing a corps of well-trained volunteers. The volunteers' performance will either convince reluctant staff members of the value of having volunteers or confirm their worst fears about them. Also, satisfied volunteers are the best promoters a volunteer program can have. Word of mouth can generate many recruits.

Use a wide range of promotional techniques. People respond to different things, so it is best to use a variety of methods, at least until it is clear what methods work the best. Some of the techniques used may produce few volunteers. Thus, it is wise to identify the most effective techniques and narrow the scope of activity. Until such information is available, the best course of action is to use many and varied methods of conveying the need for volunteers. Example 15 reviews a variety of techniques the college could use.

The ASSERT experience was that the effectiveness of one promotional technique over another depends in large part on the visibility of the college in the community. The site at Sinclair Community College was well known and respected in Dayton, and it had fairly good success promoting through the mass media. The other site, University College, was less well known or understood in the community and found the mass media to be of little value, except for instances in which their program was associated with established programs. The college found direct contact with volunteers to be the most effective method. Example 16 lists the variety of promotional approaches used by the sites.

A final piece of advice on promotion is, "Be patient!" It may take some time to find the most effective promotional technique. It will also take time to develop a strong promotional message and locate the best source of volunteers.

Volunteers can be very helpful in designing and redesigning promotional materials. Having been recruited themselves, they are very sensitive to the message conveyed and to the method of conveying it.

Example 15

A POTPOURRI OF PROMOTIONAL TECHNIQUES

Newspaper:	Newspaper promotion is inexpensive and reaches a wide audience. It is hard to tell, though, if the message is reaching the target audience. Both city and suburban newspapers can be used. The college can list volunteer opportunities in the classified section. Many papers have special sections for volunteer jobs or will use volunteer job announcements for filler. Ads that are written for specific jobs and qualifications have a greater appeal than more general ones. It works well first to submit articles about the new program and later feature volunteers in a news story.
Television and Radio:	Electronic media reaches a very wide audience but again, it is hard to be sure if the message is reaching the target audience. Promoters should try to get on the news as a feature story and take advantage of free spots for public service announcements. One difficulty with public service announcements is that they are usually aired late in the evening when most people are in bed. Another possible use of electronic media is interviews on public service programs.
Direct Mailing:	If possible, letters should be sent directly to potential volunteers. A mass mailing can be expensive. The college should be prepared to follow-up any direct mail appeal if the appeal is to be successful.
Posters, Bumper Stickers, Brochures:	It can be expensive to prepare materials. The promoter must be careful in the placement of such information to insure reaching the right audience.
Word of Mouth:	People experienced in operating volunteer programs claim this to be the most effective promotional tool. The key is finding the right people to spread the word and encouraging them to do so. Of course, the danger in word of mouth promotion is that it spreads bad news as effectively as good news.
Open House:	Invite people to the college. A reception with refreshments of some kind might be held, although food and invitations can be expensive. The program might give a presentation and pass out informational materials. Follow-up and the ability to keep people interested in the program once the reception is over is very important.
Public Speaking:	The college can identify organizations that cater to older adults and get on their calendar. The program should prepare a speech and some informational materials and develop a system for following up those people who express an interest.
Canvass Neighborhoods:	Census data can be used to identify neighborhoods where there are high concentrations of older adults. The college can promote the program in senior citizen housing units by going door-to-door with informational material or by leaving brochures, etc., in neighborhood "hangouts."

Example 16

SITE PROMOTIONAL ACTIVITIES

University College: The college ran the gamut of promotional techniques.

- It released news stories in the *Cincinnati-Enquirer* and the numerous suburban newspapers in the area. (See Resource Materials following this section for examples of this and other materials.)
- It hosted a kick-off meeting at the school. Those invited were retirees, members of the university community, and representatives of labor organizations, industry, and social agencies.
- It entered into agreements with other volunteer agencies and shared recruitment resources. ASSERT jobs were advertised through the Voluntary Action Center and the local Retired Senior Volunteer Program (RSVP). RSVP also promoted ASSERT by making presentations to professional organizations regarding the program.
- Contacts were made with churches to identify older church members who might be interested. Arrangements were made to speak to such persons regarding the program.
- Visits were made to Senior Centers and Senior Housing Units. There again, promotional materials were distributed and attempts were made to speak directly to interested persons.
- Neighborhoods were canvassed and flyers were distributed in local businesses.
- The coordinator was interviewed several times on public service radio programs.
- The college participated in a city-wide volunteer day by setting up a booth in the downtown area.
- Referrals were obtained from other volunteers and interested people and direct mail contact was made with people.

Sinclair Community College: The college relied almost exclusively on news releases in local newspapers, radio, and television stations. (See Resource Materials for a particularly successful ad run by the college.)

- The college has also been able to work within the institution by contacting the Golden Age students and developing positions for them.
- The college made some visits to senior citizen housing units to distribute brochures and talk about the program.

RESOURCE MATERIALS:

GENERATE AWARENESS

BORED WITH RETIREMENT?

ASSERT YOURSELF!

Sinclair Community College's Project ASSERT may be just what you are looking for. Project ASSERT involves retired persons in a variety of volunteer roles.

Volunteer positions are now available as follows:

in the Theatre Dept.	a master carpenter to assist in theatre set construction and to supervise the use of power equipment.
for the Automotive Dept.	an automotive laboratory technician to assist in the maintenance of the automotive laboratory and tools, to aid in the procurement of purchases, and to support instruction in the laboratory. This person should be a certified auto mechanic.
for the Industrial Technology Dept.	a machine shop technician to assist in machine shop repairs and tooling and aid in the operation of the tool crib. This person should be a journeyman machinist and have 10 years industrial experience.
for the Drafting Dept.	to assist students in the skills of drafting techniques and procedures, to aid instructors in the maintenance and assignment of all drafting support equipment. This person should have 10 years of industrial experience.
for the Quality Control Technology Dept.	to maintain measurement tools and equipment generally used in inspection areas and measurement labs. This person should have 10 years of experience in measurement laboratories and/or inspection areas.
for the ASSERT office	to serve as a consultant/resource person for the participants in the retirement program.
for the Electronic Engineering Technology Dept.	to tutor students on a one-to-one basis. This person should have been in engineering or technical work within the past three years.
for the Developmental Studies Dept.	to tutor students on a one-to-one basis or small group basis.

Volunteers will be reimbursed for meals, mileage, and parking or bus fare. For additional information or an ASSERT program application, call Lesley L. Sybert, Dean of Continuing Education, at 226-2782.

Ad placed in the *Dayton Daily News,* Sunday, May 13, 1979. The week after it appeared, five people responded to the ad and enrolled in the Sinclair College program.

VOLUNTEERS

VOLUNTARY ACTION Center (621-5000) is looking for the following volunteers:

- Church groups, clubs and organizations are needed to provide help for needy families at Christmas.
- Volunteers to serve as community organizers and troop leaders at a local agency which provides informal educational opportunities to girls. Training is provided.
- Northern Kentucky area school is seeking volunteers to tutor students and adults. Training will be provided.
- Volunteers to assist the staff at a residential care facility serving the mentally retarded. Volunteers are needed on a daily basis.
- Volunteers to act as receptionist for community related activities. Orientation and training is provided.
- Friendly visitor or ward assistant is needed immediately in a hospital until 9:30 p.m. evenings. Orientation session is mandatory.
- Leaders interested in assisting in a diversified recreation program are needed Monday through Friday. On-the-job training is provided.
- Volunteers with technical/vocational work backgrounds are needed as tutors, resource people and lab assistants. Hours are 11 a.m. to 3 p.m. Training will be provided.

For further information on these and other volunteer opportunities call the Voluntary Action Center (VAC) at 621-5000, Ext. 188, 8:30 a.m.-4:30 p.m. Monday-Friday to make an appointment.

RETIRED SENIOR Volunteer Program of the Cincinnati Recreation Commission is planning a program that will provide a volunteer sitting service for the parents or guardians of physically or mentally handicapped individuals. Volunteers must be 55 years of age or older. For further information call the Retired Senior Volunteer Program at 352-4046.

*PROJECT ASSERT is looking for volunteers for placement in the University College consortium of four associate degree-granting schools and Cincinnati Technical College. The volunteers interact with students by sharing their work experiences, providing guidance, acting as resource people and aides in many programs. For further information call 352-4046.

This is an example of piggy-backing the college promotion onto that for other volunteer programs in the community. The ad appeared in the classified section of the newspaper.

BE "ASSERT"-IVE, HELP STUDENTS LEARN
PUT YOUR SKILLS BACK TO WORK!

The National Center for Research in Vocational Education at the Ohio State University in Columbus, Ohio, is working with two community colleges in Ohio to test the feasibility of bringing retirees from the trades, crafts, semi-skilled, and technical occupations – "retired technicians" – onto their campuses. Younger and older adults alike will benefit from this project which urges retired persons to ASSERT themselves and offer skills in crafts and technical occupations to strengthen educational programs for younger adults.

The project seeks to revitalize and recycle the skills and knowledge of people who have become inactive due to retirement. Students enrolled in technical programs can benefit from the knowledge of a lifetime of employment. Thus, retired technicians are being asked to reapply their skills and become involved in the campus programs. Working on a volunteer basis, they will be able to supplement instructional, placement, counseling, and guidance activities, or any other activity which takes advantage of their past experience.

The intergenerational sharing of skills which will result from this project should be a growing and learning experience for both the student and retiree. Students will come to a better understanding of the aging process and will appreciate the knowledge and wisdom that comes with it. Retirees will find that life does not end with retirement. Through "ASSERTing" themselves they will find a new and valuable use of their skills.

*Two colleges are actively involved in ASSERT at present.

Sinclair Community College, Dayton, Ohio

Contact: Dr. Lesley Sybert
Dean of Continuing Education
Sinclair Community College
Dayton, Ohio 45402
(513) 226-2782

University College, University of Cincinnati, Cincinnati, Ohio

Contact: Ms. Mattie Lenoff
Project ASSERT Coordinator
533 French Hall
University College
University of Cincinnati
Cincinnati, Ohio 45221
(513) 475-2742

Working in cooperation with University College are other University of Cincinnati branches (Clermont, Ohio College of Applied Science, Raymond Walters) and Cincinnati Technical College.

Anyone interested in becoming involved should contact people at these sites.

*Project ASSERT is a model demonstration project. As such it is a prototype for a national program. Persons becoming involved in it now may become a part of the national network of programs of this nature.

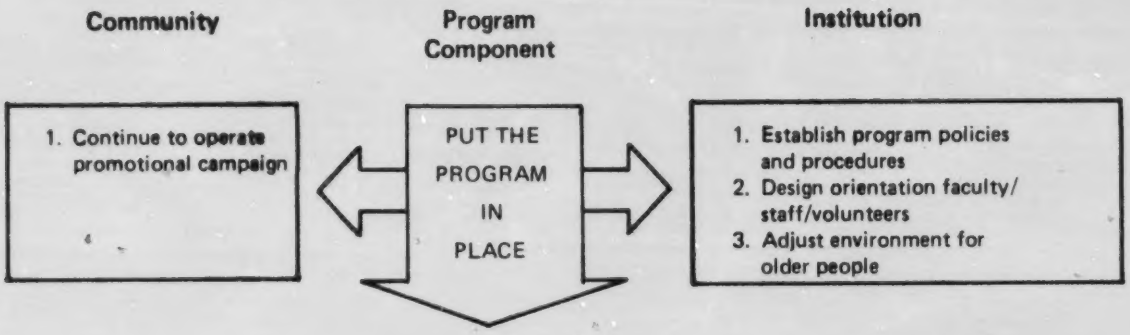
This was a three-fold brochure used by University College. It was distributed in neighborhoods where there was a high concentration of older people as well as at visits to various organizations.

Sound interesting? Ask yourself the following questions to determine whether you are eligible to join the program:

1. Are you retired? ☐Yes ☐No
   No, but I know someone who is. ☐Yes ☐No
2. Are you presently involved in activities outside your home? ☐Yes ☐No
   If no, would you like to be? ☐Yes ☐No
   If yes, do you have time for more involvements? ☐Yes ☐No
3. What was your occupation? _____
   What skills were involved in it? _____
   _____
   Would you like to share these skills with others? ☐Yes ☐No

If you are retired (or know someone who is), have the time and desire to get involved in activities outside your home and have some skills you would like to share with others, you qualify for Project ASSERT! If you are interested in the program, call:

This was a three-fold brochure used by University College. It was distributed in neighborhoods where there was a high concentration of older people as well as at visits to various organizations.


Community
Program Component
Institution
1. Continue to operate promotional campaign
PUT THE PROGRAM IN PLACE
1. Establish program policies and procedures
2. Design orientation faculty/ staff/volunteers
3. Adjust environment for older people

PUT THE PROGRAM IN PLACE

PUT THE PROGRAM IN PLACE

Conducting the awareness campaign is very time-consuming and much of the coordinator's energy will have to be directed to it. Some effort should be devoted, however, to setting up program policies and making final institutional preparations for operating the program. If changes need to be made to the physical plant, such as new signs or parking arrangements, they should be done at this time. Staff members also should receive any orientation or training that will better prepare them to work with the volunteers.

Institution

Establish Program Policies and Procedures

The policies and procedures established will, for the most part, relate to the administrative practices of the program. There are some very basic administrative functions that must be established and known to all.

Staff duties and responsibilities are such a function. Faculty, staff, and volunteers should know who the volunteer coordinator is and what the coordinator's responsibilities are. They should also know what the coordinator's relationship is to the total organization. The coordinator will also need to know the bounds of authority: are policy and procedural decisions a superior part of the coordinator's function, or made by a superior or policy maker?

Record keeping also needs to be organized at this time. Decisions about the sort of records to be kept must be made. The decisions will be based on the answers to some policy questions regarding attendance, referrals, and reimbursements. Attendance records formalize the volunteer's presence. Having to sign in and out can heighten the volunteer's sense of responsibility. It shows that the college cares that volunteers are present. Attendance records also keep track of the hours each volunteer has given to the institution. Some agencies use this as a basis for rewards, giving merit for hours of service. Again, this can encourage volunteer participation. In recording their attendance, volunteers can watch their attendance levels grow to reach the level worthy of merit.

Record keeping is necessary for two other procedures – reporting and evaluation. Thought should be given to these procedures as the decision about what sort of records to keep is made. Regardless of the source of funding for the program, the college will probably be required to keep the source informed of its progress. A good record keeping system can help enormously in this task. The record keeping system should be developed around the information required in reports and relevant to proving the success of the program. Attendance records would certainly be important for this. They can be used to develop information on the rate of retention. The ratio of volunteers recruited to volunteers staying in the program over a certain period of time can be computed using them. These records will also identify which people stayed or left. This will make it possible for the volunteer coordinator to interview program drop-outs and find out why they left.

Record keeping helps monitor the program as well. Watching retention rates and interviewing people about their decision to continue or not provides immediate information that can be fed back into the program to tackle problems as they occur. It is clear that keeping records is important. Before the program begins, decisions should be made on what information will be recorded, what format will be used, and who will be responsible for collecting it. (The Resource Materials at the end of this section contains examples of record keeping forms used in the demonstration.)

In making decisions about record keeping, be sensitive to the amount and frequency of records volunteers and staff are required to keep and submit. An unintended consequence of record keeping may be the creation of the feeling in the volunteers that they are being closely watched. Staff members may feel burdened by record keeping and lose their enthusiasm for the program. It may be best to keep the records on the program participants to a minimum. In any case, the program should always explain the reason for keeping records and convey the idea that record keeping is a professional responsibility.

An institutional policy on referrals will also have to be established. Procedures need to be instituted for matching volunteers and requests within the institution. Both the volunteer and the staff member requesting a volunteer must be cultivated. Delay in servicing either can undermine the program. It is important, then, to try to avoid initiating contact with volunteers before interest in using volunteers is expressed or waiting until a specific request is filed before recruiting. Both courses of action cause a time lag that may diminish the interest of the volunteer or staff member.

One suggestion for handling referrals within the institution is to develop a volunteer resource file. When the program begins, there will be an initial set of volunteer position descriptions. The recruitment for this initial set of volunteer positions may bring more volunteers than can be placed at that time. Keep a record of those recruited but not placed and refer to it when requests are received. Some of these people may have found other volunteer work or lost interest, but there may be some who are still available and interested.

Encourage faculty and volunteers to recruit for the program also. They may know people who would be interested in joining the program. Have them refer such individuals to the program for possible placement.

Another policy question to be decided is how much interaction is desired between the institution and the rest of the community. In the planning section, the suggestion was made that local voluntary agencies should be contacted and tapped for resources. Staff requests for volunteers could be referred to these local agencies that may have a more continuous stream of volunteers and so be able to fill the request more quickly. If the decision is made to rely on outside agencies to refer volunteers to the program, consideration might also be given to whether the institution will refer volunteers to their programs, volunteer and other. This is part of a larger issue — to what extent does the college want to provide a service? If the college's volunteers are to be linked with other service agencies, it will have to develop an intake form to assess their needs. If it is decided that it is not possible for the college to refer volunteers, it may still establish an understanding with local agencies and receive volunteer referrals.

Many programs provide reimbursement for "out-of-pocket" expenses. They recognize that there are costs involved in volunteering that may keep a person from volunteering. Transportation, meals while on the job, and even clothing cost the volunteer something. Any effort made to defray these costs will enlarge the population base of people who can and will volunteer. However, reimbursement is more than money in the pocket. It shows volunteers that the college needs to have them, that it is willing to pay their way there and feed them in appreciation of their services.

The program budget should allow for the reimbursement of the volunteers. It may only be possible to provide reimbursements directly from the program budget for a limited number of people and limited time period. However, reimbursement provides a good example of how existing college policy may work for the program. Each of the divisions in the institution has a budget that allows for the reimbursement of some travel costs for faculty and staff. Volunteers could be viewed as additional staff and be allotted some of those reimbursement funds. Handling reimbursements by department would distribute some of the program's operating costs across the college and should make them more manageable.

Some of the local volunteer agencies may have the policy of reimbursing volunteers and the funds to do so. The college should link up with them, if possible. RSVP reimburses for transportation and/or meals. A volunteer who is processed through that agency will have some reimbursement. The program should investigate the possibilities of direct service provision as an alternative to full reimbursement. It can provide transportation, defer payment for parking, or provide a meal rather than reimbursing the volunteer for the cost. The institution may be able to do this alone or in tandem with local agencies. Some agencies have transportation and meal programs that the college's volunteers may join. (The Area Agency on Aging in the area should be able to assist in identifying programs.)

If the decision is made to rely on the resources of local agencies for reimbursement, the college will have to develop a reimbursement referral system. In working with local programs, the college must take into account their budgetary or other limitations. It should not be assumed that the agencies can serve "one more volunteer"; they must always be checked to insure that the volunteer does not get lost in the shuffle.

The administrative policies and procedures will establish the responsibilities of volunteers and staff as they relate to program operation. Volunteers will be responsible for filling in attendance forms, recording "out of pocket" expenses, etc. Likewise, staff members will need to know who the coordinator is and how to submit a request for a volunteer, etc. These procedures should all be embodied in a set of forms. Some examples of forms that can be used are supplied in the Resource Materials at the end of this section.

Design Orientation for Faculty, Staff, and Volunteers

Beyond the procedural considerations, there is the element of human interaction in the program. Both volunteers and staff should be made aware of their responsibilities. They should understand each other's roles and know how to operate effectively together. Volunteers are just like other employees in that they make commitments and are expected to honor them. Staff persons working with volunteers have the responsibility of making it clear what that commitment is and helping volunteers to achieve maximum satisfaction from their jobs. Much of the working relationship between the volunteer and staff will be defined by the job description. However, the job description cannot create a sensitivity to what a volunteer is or what an educator is and does. Thus, some orientation is needed.

Orientation is the process of acquainting the volunteers and the involved school personnel to the program and its policies and to each other. The two groups may be oriented at different times and from different perspectives. The staff may need to be "sold" on the program and so may need an earlier orientation. The volunteers will get a "sales job" as a part of the recruitment campaign and will not need an orientation until they first enter the school facility.

The volunteers' orientation should be designed with the needs of people who are unfamiliar with the institution in mind. It should endeavor to familiarize them with the physical surroundings. Maps showing parking, building entrances, elevators, stairs, location of the volunteer coordinator's office, cafeteria, restrooms, infirmary or school nurse, telephones, and activity areas should be provided. A tour of the facility would also be useful. Volunteers should also be aware of the institution policies and practices. Catalogues, school handbooks, or classroom visits may help them with this. All of this should be geared toward making the volunteers feel as comfortable in their work environment as possible, but not overwhelmed.

Volunteers must also understand their responsibilities in the volunteer program. A short brochure such as the one in the Resource Materials Section can be used for this.

For faculty and staff members to work effectively with volunteers they need to come to terms with their own attitudes regarding volunteers, older people, and people with practical skills. The faculty and staff may be outwardly enthusiastic about the program and even submit job descriptions, but these actions may be only token support. They may agree with the program in principle, or they may feel they can advance themselves in the organization by participating in the program, or they may even see the volunteer as an opportunity to get cheap labor; however, when faced with the reality of supervising and maintaining the interest of volunteers, some staff support may fade. The volunteer coordinator needs to recognize the potential for this problem and work with staff to turn token support into informed support.

What is meant by informed support is simply that the faculty and staff be fully aware of the type of commitment they are making and the kind of person with whom they will be working. They need to develop a positive attitude toward both. In order to help faculty and staff to do this, the volunteer coordinator needs to explore with the faculty and staff possible misconceptions or biases and work through them to come to a better understanding. Some misconceptions or biases faculty and staff may have are listed in Example 17. A good attitude toward the commitment and the volunteers is considered essential to a strong program, so the volunteer coordinator should probe the faculty and staff about their feelings.

Ideally, the faculty and staff members should find that their jobs change with the assistance of a volunteer. They will acquire not only new supervisory skills, but also they can take new directions as a faculty-volunteer team.

The volunteer coordinator should explore attitudes with faculty and staff members before they begin with their volunteers and while they are working with them. It would be best to keep any exploratory sessions as informal as possible. A group discussion over the lunch hour would be adequate. The faculty and staff have a great demand on their time, so this may be all the time they can spare. Also, noon hour discussions would not require much preparation and could be scheduled whenever there was a need for them. The volunteer coordinator may also want to prepare some written materials to give to the faculty and staff at the end of the discussion. Short, informative pamphlets would be enough to give faculty and staff members something to which they can refer.

Communications between the faculty and coordinator should not stop with organized sessions. Faculty members may need the continued assistance of the coordinator to adjust to working with a volunteer. An open door and a standing invitation to visit the coordinator's office can do much to encourage communication. A reading corner with materials on working with volunteers makes a nice addition to the coordinator's office.

All efforts to work with faculty and staff members on an individual and group level will go far in building a positive attitude. If they have a positive attitude, then the program should run well.

Adjust Environment to Accommodate Needs of Older People

Campuses may need to make their physical environment supportive for older volunteers. Changes in eyesight and hearing that accompany old age can leave an older person confused in an environment that is easily negotiable by younger persons. Diminished physical energy may make it difficult for an older person to travel around the campus. Renovations to the physical plant may be

Example 17

BIASES TO RECOGNIZE AND OVERCOME

Often, faculty and staff members have preconceived ideas on dealing with retired volunteers. Some common biases are displayed by the faculty or staff member who –

1. Takes a good samaritan attitude toward program: likes to feel she/he is giving an older person a chance to be involved but doesn't really take contribution seriously.

2. Is prone to ageism: really needs assistance and so is willing to try the program, but really feels older people are too feeble to be of much help.

3. Is insensitive to problems of age: may not realize need to nurture confidence. May not respond well to length of time tasks take or volunteers' limited mobility, e.g., tardiness.

4. Exhibits professional chauvinism: feels it is all right to have a volunteer and even accepts that an older person can contribute, but limits duties or hours and protects because of lack of confidence in abilities.

5. Has the "keeping busy" syndrome: feels confident in individual volunteer's abilities, but doesn't carve out any role for the person. Doesn't recognize the need to cultivate volunteer motivation – sees volunteer as "go for" or cheap labor.

6. Has over-expectations: really agrees with ideals of program and believes retired technicians can contribute a lot, but wants too much too fast.

7. Has under-expectations: really agrees with ideals of program and believes retired technicians can contribute, but doesn't know how to ask for contributions.

8. Makes distinction between paid and unpaid work: views motivation as a function of dollars. Forgets own intrinsic motivation for work and doesn't consider volunteer motivation.

9. Is unconscious of need for rewards: recognizes volunteer's intrinsic motivation and willingness to work without pay. Also believes in program and so makes good use of volunteers, but forgets the value of a smile or a thank you to an unpaid worker.

10. Does not convey support for volunteer: is more than happy to have volunteer assistance and has confidence in volunteer, but doesn't share the confidence with other people. Doesn't promote volunteer to students or outside agency personnel or other staff with whom volunteer may have contact.

11. Is inflexible: wants volunteer assistance for what she/he feels needs to be done. Does not encourage or accept suggestions from volunteers.

12. Is unresponsive to changing needs of the volunteer: as volunteer gains confidence in job, doesn't suggest increased hours, or new tasks, rather keeps on same job day after day.

too expensive for the college to create a truly barrier-free environment for its older volunteers. However, adjustments that will make the environment more friendly for the older volunteer can be made at little or no cost.

Special arrangements for parking can be made for volunteers who drive. Spaces can be reserved for them close to the building to which they report or, if that is not possible, some form of transportation to and from the parking area can be provided. The provision of easily read signs identifying buildings, rooms and procedures would also facilitate things for the volunteer. If signs cannot be installed, volunteers can be paired with younger students who can orient them to the facility. Also, plenty of seating should be made available. Care should be taken to provide chairs with arms and back, making them easy to get in and out of.

Not all volunteers will require special arrangements. The best approach may be to offer assistance but not to assume that it is needed. Volunteers will feel most comfortable when they feel they fit into the normal routine, not when special arrangements are made for them.

Community

Continue to Operate Promotional Campaign

Promotion should be continual. As the program develops, additional faculty members become aware of how volunteers can serve the college and seek their services. In seeking to identify and recruit volunteers, it is important to remember that they are attracted by meaningful, worthwhile positions. By keeping the program before the public in the local media, community awareness is heightened, laying the groundwork for volunteer response.

The most effective means of recruiting volunteers is on a person-to-person basis. This provides the opportunity to answer any questions and allay any fears. The recruiters' enthusiasm and first-hand information help effect a response. Persons particularly effective in bringing in new volunteers are the current volunteers and their appreciative supervisors.

See the section beginning on page 65 for additional information on recruiting volunteers.

RESOURCE MATERIALS:

PUT THE PROGRAM IN PLACE

PROJECT ASSERT

Cincinnati Recreation Commission **Retired Senior Volunteer Program**

PERSONAL DATA

Ms. Mr. _____ Date _____

Address _____ Zip Code _____

Neighborhood _____ Telephone Number _____

Date of Birth _____ Transportation _____

Do you have any physical limitations that would hinder you in volunteering?

_____

Person to call in case of emergency _____

Relationship _____ Telephone Number _____

EDUCATION

Number of years attended school (circle one)

6 8 10 12 14 16 18 more than 18 years

Schools Attended beyond High School	Major	Degree

EMPLOYMENT EXPERIENCE (Please list major work experience)

Employer	Dates of Employment	Title of Position	Duties Performed

... continued

Application form used by Cincinnati site. Note it is from the RSVP. All volunteers at University College were processed through RSVP.

67

VOLUNTEER EXPERIENCE

Please list previous volunteer work for organizations other than your church or synagogue:

Organization	Dates Served	Average hours per week	Duties Performed

PROJECT ASSERT VOLUNTEERING

Please number from one to five the days in the order you prefer to volunteer for Project ASSERT:

MON _____ TUES _____ WED _____ THURS ___ FRI ___

Do you need reimbursement for transportation? _____ Meals? _____

MISCELLANEOUS INFORMATION

Civic Interests _____

Hobbies – Personal Interests _____

Organizations (social, religious, unions, etc.) _____

Additional Information _____

_____

VOLUNTEER'S REPORT FORM

(Please return this form at the end of each month in the enclosed postage paid envelope.)

Name _____ Date _____

Address _____

_____

Name of person(s) with whom you have worked _____

_____

_____

Date	Number of Volunteer Hours	Description of activity

Refer any questions to Clara D. McGlone, Coordinator, Project ASSERT, Room 9209, Sinclair Community College, Telephone 226-2720.

Signature _____
(Sinclair Department Representative)

Monthly report form used by Sinclair Community College.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

The Ohio State University 1960 Kenny Road Columbus, Ohio 43210
Tel (614) 486-3655 Cable CTVOCEDOSU/Columbus Ohio

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ASSERT

Activity to Support the Strengthening of Education through Retired Technicians

BEING A VOLUNTEER

As you begin your new job as a volunteer, you might wonder how you should act. Does being a volunteer require anything different from being a paid worker? The answer is no! As a volunteer you are no less important to the college than a paid staff member. You become a part of the team of people who are all working together toward the goals of the institution when you agree to serve as a volunteer.

Inside is a list of "Do's" and "Don'ts" which should help you understand your role as a volunteer. Keep them in mind as you begin your job as the college.

Three-fold brochure given to volunteers to guide their experience.

DO

(1) Do . . .make a commitment to a volunteer job and live up to it.

(2) Do . . .arrive on time and show up on the days you are expected.

(3) Do . . .call in advance if you are unable to be on time or will be absent from work.

(4) Do . . .welcome supervision. Accept the guidance of someone who is more familiar with the institution and can clarify what is expected of you.

(5) Do . . .honor the rules and policies of the institution. Consider yourself another staff member.

(6) Do . . .accept challenges in your work, but not unless you feel you can handle them.

(7) Do . . .respect your role in the institution. Work within the limits of your job description, assume authority only after clearing it with your supervisor.

(8) Do . . .allow yourself to grow on your job. Be open to suggestions or training that will improve your work and value to the institution.

(9) Do . . .share your thoughts about the job situation with your supervisor. Suggest new duties or procedures.

(10) Do . . .recognize that some information you get from your job may not be for public consumption and respect the institution's need for confidentiality on some matters.

(11) Do . . .be open-minded and try to understand and honor the goals and objectives of the college and work with the staff in achieving them.

DON'T

(1) Don't . . .make a commitment if you don't mean it.

(2) Don't . . .make a habit of tardiness or skipping days.

(3) Don't . . .assume that it doesn't matter if you are there or not and let people neglect to know of your whereabouts.

(4) Don't . . .feel threatened by supervision and reject help or take the attitude that you know everything.

(5) Don't . . .ignore the rules and policies of the institution, feeling that because you are a volunteer you deserve special treatment.

(6) Don't . . .take on jobs you aren't capable of performing.

(7) Don't . . .assume responsibility for things and act without the approval of your supervisor.

(8) Don't . . .be afraid of learning and refuse suggestions or training.

(9) Don't . . .suffer in silence if you are unhappy about your job situation. Provide constructive criticism and try to solve the problem.

(10) Don't . . .spread stories about students and/or the institution, talking about private matters in public.

(11) Don't . . .be set in your ways and reject the college and what it is without trying to understand it--working against it rather than with it.

Community
Program Component
Institution
1. Continue promotional campaign
RECRUIT AND PLACE VOLUNTEERS
1. Follow-up faculty and staff regarding volunteer jobs
2. Screen and select volunteers
3. Place volunteers
4. Orient volunteers

RECRUIT AND PLACE VOLUNTEERS

Recruiting and placing volunteers is a continuing function of any volunteer program. Once the institution begins a promotional campaign, it is recruiting volunteers. And, once it begins recruiting volunteers, it will be faced with placing them.

Recruitment and placement will not occur at the same level throughout the program. Certain times of the year may be more fruitful than others. Winter seems to be a poor time to recruit. The harsh weather tends to keep older people at home. "Cabin fever" may get a few volunteers out, so recruitment efforts should not be discontinued. The school year also has some peak periods and some slow periods that will affect recruitment and placements. Vacation times will be slow times, whereas the beginning of each term, quarter, or semester is a very good time.

Institution

Follow up Faculty and Staff Regarding Volunteer Jobs

The discussion on developing volunteer jobs emphasized the need for follow-up when working with faculty and staff. It is mentioned again here because it is so important. The volunteer coordinator should never just assume that faculty and staff members who submitted a job description will follow through with the process of obtaining volunteer assistance on their own. The coordinator should maintain constant contact with faculty members to keep them informed of the progress towards finding a volunteer for their needs as well as to check the status of the volunteer position. The contacts should help maintain staff enthusiasm for the program. Checking on the status of a job will also eliminate the embarrassing situation in which a volunteer is placed in a job that is no longer available.

Screen and Select Volunteers

Screening is essential to a volunteer program and is necessary for determining which volunteers are suitable for the program and what assignments suit them best. It may seem awkward to screen people who are kind enough to donate their skills to the college. The feeling may be that anyone who volunteers should be given something. And, it may be especially tempting to dispense with screening when the volunteers seem to be few and far between and the program needs bodies to justify its existence.

All potential volunteers should be screened, however. The students need to be protected from volunteers whose intentions may be noble, but who are not equipped to handle the job. Also, the quality of the volunteers can affect the reputation of the institution just as much as the quality of its paid staff. The support of the staff members who work with the volunteers must also be considered. They need people who can help and supplement their efforts, not ones who will work at cross-purposes. Screening also protects the volunteers themselves. If they do not have the requisite skills for a job, a potentially happy, gratifying experience could turn out to be a frustrating and demoralizing one.

In screening volunteers, the college's primary interest should be in what they *can do,* what they *will do,* and how their personal characteristics or idiosyncrasies will affect performance on the job. "Can do" qualities are such things as abilities, knowledge, skills, education, communication skills, hobbies, interests, work experience, and volunteer experience. "Will do" qualities may be

commitment to volunteer work, initiative, motivation, adaptability to the work situation, respect for confidentiality, ability to follow directives from others, reliability, and flexibility. Personal qualities to look for are emotional maturity, mental alertness, good appearance, and patience and friendliness in relating to people.

The most common technique for screening is the use of an application form in combination with an interview. The application form can be used to elicit information about the person's "can do" qualities. (Samples of the application forms designed for use at the test sites can be found in the Resource Materials for the previous section.) An interview can help establish some sense of the person's "will do" qualities as well as give the interviewer a chance to rate the person's personal qualities. The interview also provides a forum for exchanging any last bits of information. The coordinator may want to take the opportunity to explain the goals of the program and of the institution and to review the available positions. The interview also gives the applicants an opportunity to ask the coordinator questions and clarify any misconceptions.

It should be clear by now that screening is an important process. It is easy enough to identify the qualities believed essential to satisfactory performance of a job. It is yet another thing to elicit that information from someone. The application is fairly straightforward and should pose little or no problem. It can be given to a person at any time. If the coordinator is not present when the person completes it, arrangements should be made for returning it. An interview should be scheduled if there is a job available at that time. If not, a stamped, addressed envelope for returning the application should be provided.

Interviews require a little more skill. Two qualities are essential: the ability to ask appropriate questions and the ability to listen. In conducting an interview, it is necessary to create a feeling of mutual confidence, a friendly relationship. As the interview progresses, the primary objective is not to eliminate a person, but to eliminate assignments for that person. It will no doubt be necessary to weed out some undesirable candidates, but the goal really is to find a suitable placement for the applicant. There is no need to be "hard-nosed" or tough. What is needed is information and the best way to get it is to establish a good relationship with the potential volunteer. Example 18 contains some advice for conducting interviews.

Two people will be involved in screening prospective volunteers -- the volunteer coordinator and the staff member who submitted a job description. The volunteer coordinator will make the first contact. Screening the volunteer primarily for "can do" qualities through the application and an informal interview, the coordinator can match the volunteer to a position or eliminate the applicant from the program. As soon as a position has been identified, the staff member who submitted the position should be given an opportunity to interview the applicant. The volunteer coordinator can arrange for a meeting. It should not be left to the faculty member. Too often, other duties get in the way of completing the process for securing a volunteer and the volunteer is left dangling. The coordinator will have to bring the staff member and volunteer together for an interview.

The final word on whether the volunteer is acceptable or not must come from the staff member who will supervise the volunteer. Any other arrangement may result in an improper placement. It is essential that there be total acceptance on the part of the staff member, supervisor, or both if a productive relationship is to develop.

Example 18

TIPS FOR INTERVIEWING

- Listen, be alert, and concentrate on what the applicant is saying.
- Build on what the interviewees say, follow their train of thought, and ask questions in some sort of logical order.
- Ask indirect questions rather than direct questions. These will elicit more information than direct questions that require only yes or no responses. Compare, for example, "Did you enjoy your last job?" with "What did you like most about your last job?"
- Obtain statistical data from the volunteer application; save the interview for more personal data.
- Don't pressure the interviewees; give them time to answer the question posed.
- Don't interrupt the answer an interviewee is giving to interject opinions or to ask another question.
- Avoid making snap judgments. A person's dress may not be pleasing, but it should not be the basis for a decision. Listen to what the person has to say before making decisions.
- Treat applicants warmly. Put them at ease by offering coffee, etc.
- Don't let the interview drag; a half-hour is long enough to get the information needed. Make sure, however, that the interview is not rushed. Applicants should feel at ease and not like they are taking up valuable time needlessly.
- Make sure information is provided as well as solicited during the interview. Explain the program and positions to the applicant.
- Be honest with the volunteers. If they cannot be placed, they should be told. If the volunteers can be placed, be specific about future contact.
- Find out about the volunteers' interest in the program. Why did they apply? This will help in placing the person.

Place Volunteers

Placement is a product of the screening process. Volunteers are tentatively placed after their first contact with the volunteer coordinator. At this time, volunteers express an interest in any number of positions and are matched to positions according to information gleaned from their application form and preliminary interview. Final placement, of course, does not occur until volunteers have met with their potential supervisors and are found to be acceptable by those persons and vice versa.

Placement involves, quite simply, matching the skills, interests and personal characteristics of the volunteer with the requirements for a specific job. In attempting to match a person with a job, the volunteer coordinator should keep several things in mind. Volunteers need time to get "hooked" on the program. Initially, they may seem hesitant about making much of a time commitment. This

is not an unusual pattern of behavior for volunteers. They are not sure if they'll like the experience or may not be sure how welcome they are. Generally speaking, the volunteers increase their hours as they get used to the program and their position.

Something to avoid is underplacing volunteers. This might happen when volunteers are overqualified for their assignments or too many people are assigned to a job that requires only a few people. Given the tendency of volunteers to be somewhat guarded in their interest and commitment when they first join the program, it is easy to underplace them. The coordinator should be aware of people's tendency to undersell themselves and should urge them into more challenging jobs. If that is not possible, an effort should be made later to upgrade the volunteer's job, once the volunteer feels more comfortable with the environment.

The volunteer coordinator should not make a placement and then forget about the volunteer. Each volunteer placement should be reviewed periodically to see if it is working out as expected. Volunteers can change positions or positions can be modified to provide the volunteer with a more interesting experience.

Experience at the demonstration sites has shown that recruitment, job development, and placement often occur simultaneously and involve intense one-to-one contacts. It requires quite a balancing act to keep people interested while trying to make all the arrangements for a placement. Once people are approached, be they staff members or prospective volunteers, the coordinator must continually stay in touch with them to maintain their interest and enthusiasm. Placement is a very slow process. There are many intervening factors such as getting paperwork done, arranging appointments, and establishing communication between volunteers and staff members, which can make it a frustrating process. In order to maintain interest, the volunteer coordinator must maintain close and constant contact with everyone involved. Case histories of two volunteer placements are provided in Examples 19 and 20 to illustrate this point.

Orient Volunteers

A previous section advocated the need for orientation and suggestions were made for the content of materials to be used for this purpose. Once volunteers are on campus, consideration will have to be given to how and when orientation will be conducted. Orientation may be handled informally with the coordinator briefing each volunteer on entry into the program. Or, it may be handled a little more formally with planned presentations and tours, etc. A determining factor will be the number of volunteers entering the program at any one time.

Community

Continue Promotional Campaign

It was suggested earlier that, when launching a promotional campaign, a variety of promotional techniques should be used. After the promotional campaign has been operating for a while and volunteers have been recruited, the various techniques used should be evaluated for their effectiveness in attracting volunteers. Resources always seem to be scarce, so it would be wise to eliminate those promotional techniques that are not "paying off" and emphasize those that are most productive.

Example 19

VOLUNTEER PLACEMENT AS RELATED TO ASSERT STAFF BY THE CINCINNATI SITE VOLUNTEER COORDINATOR

CASE 1: Retired Dean of Admissions from Brandeis University
Volunteer Job: Assisting in Admissions Office conducting follow-up to suspended students.

1/16 I received phone call from Volunteer Action Center (VAC) inquiring if there would be an interest in the former Dean of Admissions, Brandeis University, who is disabled and retired. No name or address available.

1/17 Talked to Dean of Admissions and he expressed great interest.

1/19-23-29-30 & 2/6
Follow-up. I called VAC to learn potential volunteer's name, address, phone number. No success.

2/13 Meeting with Dean of Admissions and Dean of Academic Advising. Discussed as possible volunteer placements making telephone contact with new students to welcome them and make known to them that counselor assistance is available if needed, making telephone contact with transfer students (from two-year college to four-year college) to survey if the student was prepared for the transfer, and organizing and running a Job Seeking Skills workshop for students. Dean expressed concern re: breach of confidence. Therefore, she could not agree to volunteer working with students.

2/15 On or about this date contacted University of Cincinnati Legal Division and requested clarification for Project ASSERT volunteers interacting with students for admissions.

2/26 Saw article in Focus (U C publication) describing University College plans to contact selected suspended students as part of student recruitment program. I called Dean of Admissions to discuss placing the volunteer. He was not available.

2/27 Dean of Admissions not available.

2/29 I phoned VAC for volunteer information. Not available.

3/2 I phoned VAC and did learn name of volunteer. No address or phone number.

3/16 Dean of Admissions agreed to consider the volunteer if Legal Division gives their OK.

3/20 VAC gave me home address of volunteer. I had to call information from home to learn phone number.

3/21 I phoned volunteer, described Project ASSERT and the possible placement. He expressed interest. I mailed letter and information packet (3/21/79).

3/26 Received clarification on legal issue. Found volunteers could act as *agents* for the volunteer coordinator and so could be seen as having a legitimate educational interest in obtaining knowledge about students. They felt further that the risks of legal action are so minimal as to be outweighed by the potential benefits to be gained by the program.

...continued

3/26 Meeting with the Dean of Academic Advising to bring her up to date on clarification. We discussed volunteer role and responsibilities to her satisfaction and she agreed to have volunteer serve with Admissions.

4/2 I had meeting with Dean of Admissions and arranged for him to call volunteer.

4/5 I followed up and learned Dean of Admissions and volunteer are discussing procedure they will follow for volunteer to call suspended students selected by admissions. The purpose is to have student return to program.

4/16 Dean of Admissions is organizing list of student names and phone numbers for volunteer to contact.

Note: Not included in this outline is a lunch exploratory date between Dean of Admissions and volunteer and meetings between Dean of Admissions and myself when I asked to be updated, and additional phone calls made by Dean of Admissions and myself to contact volunteer.

Example 20

VOLUNTEER PLACEMENT AS RELATED TO ASSERT STAFF BY THE CINCINNATI SITE VOLUNTEER COORDINATOR

CASE 2: Retired Food Service Director from Local School District
Volunteer Job: Consulting on the development of a Dietetic Technician Program

1/23 I called a member of the University of Cincinnati Gerontology Council, told her about Project ASSERT and asked if she could suggest people I could contact.

2/6 I mailed letters and information packets to the four people suggested.

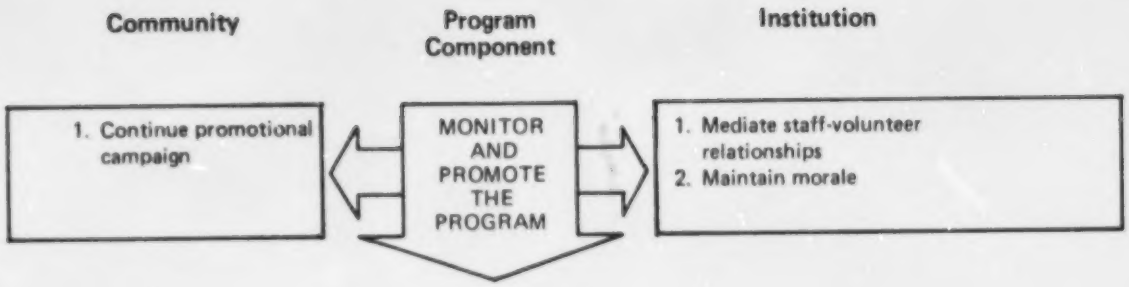
2/20 The retired Mt. Healthy School District Food Service Director responded to the letter. I described the Cincinnati Technical College (CTC) Dietetic Technician Curriculum (a program being developed for September '79) and she agreed to meet the instructors.

2/20 I called Personnel Director at CTC and told her of volunteer and her interest.

2/27 I followed up with Personnel Director and made an appointment for 3/2 for volunteer to meet the instructors.

I called volunteer to inform her of meeting date and hour.

3/9 Volunteer, Placement Director, the two instructors and I met. The program and other outcomes were discussed and the volunteer agreed to be placed at CTC.


Community
Program Component
Institution
1. Continue promotional campaign
MONITOR AND PROMOTE THE PROGRAM
1. Mediate staff-volunteer relationships
2. Maintain morale

MONITOR AND PROMOTE THE PROGRAM

After initial volunteers are recruited and placed, the volunteer coordinator assumes, in addition to the other roles, the position of program maintenance person. At first, the major concern of the coordinator is to bring people into the program. As the program becomes more established, it is important to maintain the program at a steady rate. Quite simply, volunteers must be kept in the program once they join it, and replacements need to be found for those volunteers who do choose to leave the program.

Monitoring is the same as the other components highlighted in this Handbook. There is really no distinct break in the program during which all other activities are put on hold so that monitoring can take place. It is a continuous function that blends into the flow of activities related to the other components. Promotional activities are not stopped during this component, nor do placement activities come to a halt. The program is very fluid. Thus, while the institution is learning about its program through monitoring, it is still placing and recruiting and making immediate changes in procedure if problems are found.

Institution

Mediate Staff-Volunteer Working Relationships

The program will benefit from having a corps of dedicated volunteers who have a steady interest in participating in the program. Creating this corps will take some effort. The process starts with the delineation of solid volunteer positions involving meaningful work followed by an effective interviewing and screening process that insures good placements. Once volunteers are on the job, it is essential that they feel satisfied. Satisfaction is their paycheck; without it they will quit. It is necessary, then, to pursue practices that will maintain volunteer morale while on the job. Volunteers will be very dependent on the staff members with whom they work. Thus, it is essential that staff members are able to supervise the volunteers effectively. The coordinator will have to act as a mediator; if drop-outs or irregularity of hours signal trouble, the coordinator should take note and try to put things right.

In order to be a mediator, the coordinator will have to monitor the program. While some problems may be brought directly to the coordinator's attention, others will be less obvious and need to be discovered. Monitoring basically involves gathering and analyzing pertinent data on a continuous basis. This data can serve as a justification for making changes in the program and also as information for the final evaluation.

For the monitoring effort to be of much use, it needs to be organized. The coordinator must identify indicators that reflect positive program conditions. Retention, whether or not staff and volunteers stay in the program, would be an indicator. Some other indicators may be:

- Volunteers fulfill prearranged time commitments
- Volunteers carry out specific tasks indicated in their job descriptions
- Volunteers are regular in attendance
- Volunteers increase original hours

These are measurable indicators that are relatively easy to acquire through a system of good records. A periodic review of the records will give the coordinator some indication of how things are going.

Other program conditions may not be captured on records and may require a regular schedule of meetings with the program participants. Such meetings may be used to probe satisfaction with various facets of the program. Are volunteers and staff comfortable with their placements? Do they feel happy with the amount of work they have to do? Are staff members satisfied with the work the volunteers are doing? Informal discussions that attempt to discover this kind of information can provide more subjective information, which can be used to target problems. An accumulation of this information, along with the quantitative information can be very valuable when it is time to evaluate the program.

Maintain Morale

There are two sets of people whose morale is essential to the program: the volunteers and the staff supervisors. If volunteer morale is low, there will very probably be a very low rate of retention and the program will find itself losing volunteers. If staff morale is low, there will probably be very few staff members willing to work with a volunteer and the program will find itself with few, if any, positions.

An essential method for maintaining good morale is recognition. Both staff and volunteers should be recognized for their efforts. Recognition may be thought of as an extrinsic reward. It signifies satisfaction with a person's performance. Volunteers receive recognition in lieu of monetary payment for what they do. Although staff are remunerated for their services, thei. work with volunteers is usually an added item to their job description that is not reflected in their pay. Both volunteers and staff may have intrinsic motivations for doing their jobs. For the volunteer it may be a desire to help people. For the staff it may be the desire to do more with their time. However, both will benefit from some form of recognition.

There are many different forms of recognition. They range from very informal to formal. A smile, a nod, or a "thank you" are all forms of recognition that should be incorporated into daily interactions between program participants. More formal forms of recognition may be an award dinner, publicity, or a letter of thanks. Example 21 displays many forms of recognition that could be used in the institution.

Care must be taken when awarding recognition not to pit staff against volunteers. A volunteer position is successful because both volunteer and staff member have contributed to it. The teamwork required to make a volunteer job successful must be emphasized by rewarding all people involved.

Example 21

FOR SERVICES RENDERED...

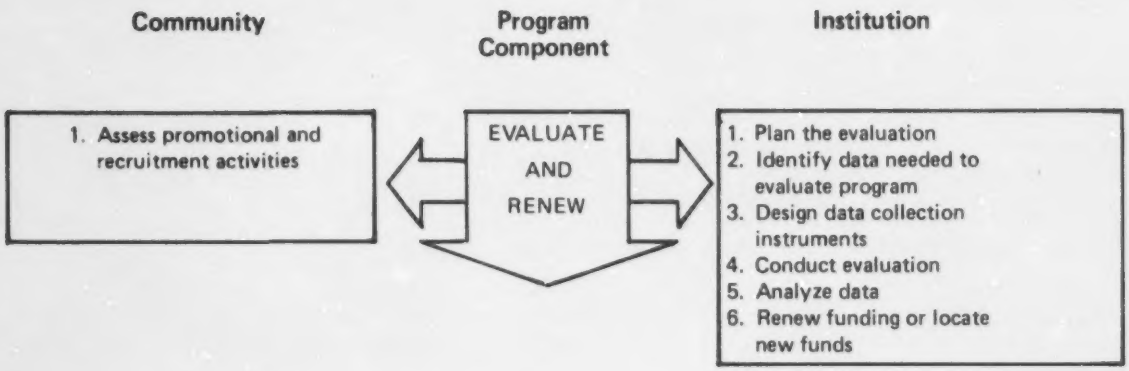
___ smile
___ have a volunteer program suggestion box
___ reimburse assignment related expenses
___ conduct community-wide, cooperative, interagency recognition events
___ have a picnic
___ allow free enrollment in courses at college
___ allow free access to campus facilities
___ ask for a report
___ give service stripes
___ maintain a coffee bar
___ plan annual ceremonial occasions
___ recognize personal needs and problems
___ accommodate personal needs and problems
___ be pleasant
___ use in an emergency situation
___ post Honor Roll
___ keep challenging volunteers
___ say "Good Morning"
___ greet by name
___ provide good pre-service training
___ help develop self-confidence
___ take time to explain fully
___ be verbal
___ motivate agency VIPs to converse with them
___ hold rap sessions
___ give additional responsibility
___ afford participation in team planning
___ enable to grow on the job
___ color code name tags to indicate particular achievements (hours, years)
___ enable to grow out of the job
___ send newsworthy information to the media
___ honor volunteers' preferences
___ create pleasant surroundings
___ enlist to train other volunteers
___ have a public reception
___ take time to talk
___ make thorough prearrangements
___ persuade personnel to equate volunteer experience with work experience
___ offer advocacy roles
___ utilize as consultants
___ write volunteers thank-you notes
___ invite participation in policy formulation
___ celebrate outstanding projects and achievements
___ nominate for volunteer awards
___ praise volunteers to their friends
___ provide useful tools in good working condition
___ say "Good Night"
___ plan staff and volunteer social events
___ rent billboard space for public laudation
___ provide opportunity for conferences and evaluation
___ plan occasional extravaganzas
___ utilize purchased newspaper space
___ promote a "Volunteer of the Month" program
___ promote a "Volunteer Week (Month)"
___ plan a Recognition Edition of the school newsletter

Care must be taken when awarding recognition not to pit staff against volunteers. A volunteer position is successful because both volunteer and staff member have contributed to it. The teamwork required to make a volunteer job successful must be emphasized by rewarding all people involved.

Continue Promotional Campaign

As was indicated previously, the coordinator must continue efforts in the community while monitoring the program. The promotional materials may be altered somewhat by the information gathered while monitoring. Individual volunteers or staff members may be featured. The number of active volunteers may be highlighted or the feelings of satisfaction associated with the program may be discussed.

See page 41 in the "Generate Awareness" section for additional information on recruiting volunteers.


Community
Program Component
Institution
1. Assess promotional and recruitment activities
EVALUATE AND RENEW
1. Plan the evaluation
2. Identify data needed to evaluate program
3. Design data collection instruments
4. Conduct evaluation
5. Analyze data
6. Renew funding or locate new funds
EVALUATE AND RENEW

EVALUATE AND RENEW

Evaluation and renewal is the final component of the volunteer program, the point at which accomplishments are reviewed and the program is renewed. This component is best described as a continuation effort. Basically, the college will be sorting out successes and failures and identifying new directions for the program. By the end of this phase a plan should be developed for the next year of effort and funding should be in hand or potential sources should be tapped.

Evaluation and renewal is not a terminal phase. Most of the activities involved will have been going on throughout the program year. What is defined as the final component is merely a pause, a chance to bring together all the bits and pieces of information that have been generated in order to evaluate the program.

Two things are accomplished with evaluation: the establishment of the value or efficacy of the volunteer program and a needs assessment for the next year. Thus, the college can determine how the institution and the people involved in the program were affected by it and how the procedures developed for operating the program worked. With all of this information, it can be decided whether or not the program is worth continuing, and if it is, how it needs to be modified to impact upon more needs or operate more smoothly or efficiently.

It might be asked, why evaluate? If the program is being monitored and it seems that things are going well, why go through an elaborate time-consuming evaluation? One answer is that, most of the time, evaluation is required by the program sponsor. The sponsor wants to make sure the college is doing what it set out to do. A smoothly operating program may not be accomplishing its goals and objectives. Evaluation is particularly critical for a program that is operating on temporary funds. Evaluation data can provide information to justify the program's continued existence.

There are other reasons for performing an evaluation. Any program, good or bad, will have components that work really well and those that do not work well at all. Through evaluation it is possible to isolate and preserve the good components while eliminating or improving the bad. Thus, it will only make a good program better to take the time to see how all the pieces are functioning together and working towards the goals and objectives.

One other reason for doing an evaluation is the value it has for morale. Just going through the motions of it, regardless of the results, shows the people involved that the college is interested in the program and cares about how it is doing.

Institutional

Plan the Evaluation

Although evaluation is discussed in this final section of this Handbook, planning for evaluation should be done at the outset of the program. It will be necessary at that time to establish who will conduct the evaluation, how much time will be devoted to conducting it, and how much it will cost.

Having a person who has no connection with the program conduct the evaluation may produce more objective results. It may be difficult for the coordinator to be objective about the program. An outside evaluation may be an additional cost for the program unless, of course, someone with expertise in evaluation is available from the institution.

The amount of time and cost devoted to an evaluation will depend on how elaborate it is. The college should think carefully about what information it needs and for what purpose the information is to be used.

Evaluation of the ASSERT demonstration was fairly long and involved because of its status as a test. An elaborate evaluation can cost quite a bit and requires the involvement of a great many people. There is the danger of "turning people off" by what they feel is too much evaluation. However, the college should not underestimate people's willingness to respond to questions about the program, as Example 22 demonstrates.

Identify Data Needed to Evaluate Program

There is a series of steps to go through in conducting an evaluation. First, the evaluation must be focused. Essentially, the goal is to determine whether the program accomplished something. Focusing involves setting outcomes or standards for performance against which the program will be measured. For the most part, the outcomes or standards will be contained in the goals and objectives written during the planning phase, so this will already be done by the time the evaluation is begun.

The next step is to establish criteria for measurement. Again, some criteria may already be spelled out in the goals or objectives. There might be goals for the desired number of recruits or increased placements. However, the measure should not be limited to quantitative or numerical criteria. That a student seems to have more inclination to study or exudes more confidence on the job are both valid measures for the impact of volunteers. Not all the benefits of a volunteer program are in the form of solid, tangible evidence. So, it will be necessary to identify some more subjective or qualitative measures that can be used.

Design Data Collection Instruments

Once the college has established what it will evaluate and has identified the criteria for measuring it, it will need to determine how it will measure it. Instruments for gathering the appropriate data need to be developed. There are many different kinds of instruments. A common one is a questionnaire used to survey many people's opinions. Another one is a structured interview.

Instruments should be devised so that *all* of the individuals impacted by the program are taken into account. Thus, the college might want to poll the administration, staff, volunteers, and students and should develop appropriate instruments for each.

Informal methods of evaluation such as observation and discussion should not be omitted from the assessment process. While these are less rigorous techniques, they can provide a context in which to analyze information from more formal instruments.

It may not be necessary for the college to develop an evaluation system on its own. A much simpler approach is to locate instruments that were used in similar efforts and use them for the college program. The evaluation system developed for the Project ASSERT demonstration is contained in the Resource Materials. Other institutions might review it and see if it can be used in their program.

Example 22

VOLUNTEER REACTION TO PROGRAM EVALUATION

There was some fear that the participants in Project ASSERT would react negatively to the battery of questions that had been designed to poll their reaction to the program. The evaluation was designed to query volunteers, faculty, and students. Of greatest concern was the reaction of the volunteers. Older people seem to be over-surveyed and it was felt they would react to this as yet another questionnaire. There was also some concern because the volunteers were to receive the most intensive questioning, going through two personal interviews.

Project staff were pleasantly surprised. They followed the interview plan, in spite of their fears, and found the volunteers very willing to participate. Speculation was that the volunteers felt some attachment to the volunteer coordinator and so were willing to cooperate with the evaluation for a friend. Also, it was perceived they enjoyed the attention the program evaluation brought them. They enjoyed talking about their "job." In some ways, the interviews replaced the shop talk they had missed out on since retirement.

Conduct Evaluation

With the data collection techniques established and instruments designed, the institution is ready to conduct the evaluation. The process is, of course, predetermined by the methods chosen for collecting the data. That is, when the interviews will have to be scheduled or surveys distributed will have been already decided by this time.

Conducting the evaluation, for the most part, involves managing the process. It is important to keep things moving and it can take quite a bit of effort to do that. People often neglect to return surveys. Notes should be made of who received survey instruments and which have been returned. Delinquent surveys may have to be tracked down and participants encouraged to return them. If interviews are used, someone will have to schedule them and, more importantly, make sure that people appear for their interviews.

Managing the evaluation will take some human relations skills. Some people have to be convinced of the utility of the evaluation and induced to cooperate. The person managing the evaluation should be aware of this reluctance and try to approach it with as much understanding as possible. Participation in the evaluation should not be presented as a requirement; rather, as a chance to voice opinions and effect change in the program. Participants should be made to feel that their input is valuable and is not just another number on a tally sheet.

Analyze Data

Once collected, the information from the evaluation must be analyzed. It is helpful to refer to the evaluation goals when proceeding with the data analysis. This helps to organize the information obtained. Goals can help to group questions to illustrate a particular area of interest, for example.

An analysis of the information collected during the evaluation may indicate the need to change parts of the program. As Example 23 illustrates, the program may be largely successful, but minor changes could still be made.

Renew Funding or Locate New Funds

Evaluation data can be very valuable when it comes to funding the volunteer program. The success it may illustrate can establish the value of the initial effort and justify any future activities. Depending on the source of funding for the program, it may or may not be necessary to submit periodic requests for monies to operate the program.

An easy, attention-getting device that can be used when selling the program is to take the number of volunteer hours logged and multiply this by the minimum wage. This produces an impressive dollar figure that represents savings to the college. Example 24 illustrates this point.

The goal in renewing or locating new funding should be security for the program. The ideal is for it to become a part of the operating fund for the college. However, when this is not feasible, it is necessary to look elsewhere for funding.

Community

Assess Promotional and Recruitment Activities

Although the assessment of the promotional and recruitment outreach into the community will not be as formal as the evaluation within the college, it is important to assess the effectiveness of this community activity. Each vehicle for promotion and recruitment and the various media used should be analyzed in terms of the time and funds expended and the results achieved. Those activities that did not create sufficient community awareness or produce volunteers should be looked at to see how they could be made more effective. Where expenditure of time and funds is not warranted, those activities should be discontinued and the resources put on more effective measures. The activities that result in generating the most volunteers warrant continued support.

Example 23

SOME EVALUATION RESULTS

Evaluation at the sites showed satisfaction with the program across the board. It became apparent that without this satisfaction the program would not have lasted long enough to evaluate it. Implicit in volunteering is the complete freedom to choose the forms of work. Thus, if the experience was not satisfying, the volunteers would not have stayed. Faculty and staff participants found a source of assistance they had never before had. All felt it was positive. Had it not been helpful, they could have withdrawn from the program.

Even in this situation where all parties were generally satisfied, the evaluation found some room for improvement. Some faculty members felt ill-prepared for working with volunteers in that they didn't know how to get the most out of the experience. And, there were some rough edges in the placement process that were brought out in the evaluation.

Example 24

VOLUNTEERS' HOURS = DOLLARS

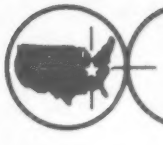
A professor at University College had the services of 20 volunteers for a two-day period. As a group the volunteers gave more than 200 hours, which saved the university an estimated $1,000.

RESOURCE MATERIALS:

EVALUATE AND RENEW

EVALUATION PROGRAM
FOR
PROJECT ASSERT

Catharine P. Warmbrod, Project Director
Robert S. Billings, Evaluation Consultant
(Assistant Professor, Department of
Psychology, Ohio State University)
Hannah R. Eisner, Program Assistant



THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

GOALS OF EVALUATION
FOR PROJECT ASSERT

1. Evaluate the volunteers' satisfaction with the program. Satisfaction relates to motives for volunteering and the degree to which the program matches those motives.

2. Discover the specific characteristics of the program that are related to volunteer satisfaction. For example, it may be found that the degree of autonomy given the volunteer is the best satisfaction.

3. Examine expectations of the volunteer and discover their relationship to changes in satisfaction. A reasonable prediction would be that satisfaction with the program will be low if psychological needs and/or expectations are not met.

4. Assess the effects of the program on the institution. This would include determining the level of performance of the volunteer, evaluating student reaction to the volunteers, and probing faculty attitudes toward the program. As a specific example, it would be useful to determine the faculty's assessment of which specific activities are best fulfilled by volunteers.

PROCESS OF EVALUATION

Four measurement devices are proposed to meet the goals of this evaluation.

1. *Volunteer questionnaire.* This will be a paper and pencil, self-administered questionnaire, with most items having structured, quantifiable responses. The majority of the questionnaire will be composed of carefully constructed and validated standard instruments, although new items will be written as needed. There will also be a few free-response items to insure that all perceptions and attitudes can be expressed. The questionnaire will be given to all volunteers and will require 30-60 minutes to complete. The questionnaire will be completed twice by all volunteers, once approximately one to two weeks after the volunteer begins and again at the *end of the quarter.* Two waves of data will allow for the following analyses: a) an assessment of the needs, expectations, and motives for joining before they are changed by the program; b) an assessment of the effects of the program on psychological well-being by calculating changes in satisfaction, self-esteem, and attitudes toward aging; c) evaluation of the differences between those who stay and leave the program, in terms of the response to the first questionnaire (e.g., do those who leave early receive less feedback from the faculty on their performance?); and d) analysis of the changes in perceived characteristics of the program (e.g., is a greater variety of skills used over time?).

2. *Volunteer interview.* This will be an open-ended interview, with standard questions and probes, and free responses. It will be given to a small sample of volunteers at the very start and the end of the quarter. The primary purposes include: a) to pick up any attitudes, perceptions, or benefits not adequately captured by the more structured questionnaire; b) to elicit suggestions about altering the program; and c) to provide examples or case studies, illustrating the effects found in the questionnaire.

3. *Sponsor questionnaire.* This will be a self-administered questionnaire, with most items having structured responses. It will be given at the end of the quarter. Some of the questionnaire will parallel the volunteer questionnaire (e.g., a self-description of faculty behavior to compare with volunteer perceptions of faculty behavior) and some of it will be different (e.g., evaluation of performance of the volunteer). The purposes of this questionnaire include: a) performance evaluation; b) perceived changes in the well-being of the volunteer; c) self-report of faculty behavior; d) assessment of the strengths, weakness, and possible changes in the program; and e) intention to continue to participate in the program.

4. *Student questionnaire.* This will be a relatively short questionnaire (20-25 items, about 10 minutes). The principle goals will be to evaluate the performance of the volunteer, the perceived reaction of the faculty to the volunteer, the actual and potential usefulness of the program, and suggestions for change. The number of students selected to participate will depend upon the length of the instrument, the number of classes having volunteers, and the size of the classes.

The following pages contain the instruments that were used in conducting the evaluation for Project ASSERT.

Volunteer Interview

The following comments are intended to help guide you in interviewing a volunteer who has just joined Project ASSERT.

1. The interviewer should be seen as a neutral party. This means that the interviewer should not be someone who is seen as being in authority in the work setting. Further, this means that you should play down your relationship to ASSERT. Identify yourself through your primary affiliation (National Center for Research in Vocational Education, RSVP, others).

State that you want to find out about the person's perception of the program.

2. This neutral tone should guide your conduct throughout the interview. For example, if criticisms of the project are offered, do not defend the project or try to counter the criticism. On the other hand, do not overly reinforce the criticism, by citing further examples of problems, for instance. Rather, accept the comments as valid feelings on the part of the former volunteer, probe until you understand the person's perceptions and feelings, and move on.

3. A primary goal must be to protect the dignity and self-esteem of the volunteer. For example, don't challenge an explanation—rather accept the explanation, but probe for more information.

4. Begin with non-threatening questions to establish a relationship and get the person talking—even if some of that information is already known.

5. Expect and allow for explanations and attributions which serve to protect the self-image of the person. Accept those explanations (with a nod, a positive word or two, or even a supportive comment), but then gently probe for other reasons or information.

6. Try not to spend too much time writing down responses. Jot down major points and reconstruct other points immediately after the interview. You want the person to feel at ease. Eye contact is essential. Too much writing may make the interview too formal, but too little writing will make the person feel the information is not important.

Volunteer Interview

Name of volunteer _____

Position and school _____

_____

Introduce yourself.

State purpose of the interview – to find out how volunteers see the project and their role in it.

General background information:

(Use application form to guide you.) Talk about what they did before they retired. (Just try to get the person "warmed up" and talking.)

Have you been involved in volunteer programs before? ___ yes ___ no

(If yes:) Tell me about your experiences before Project ASSERT.

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How did you first hear about Project ASSERT?

Why did you volunteer? (Probe for as many reasons as the person will give -- for example, what else did you expect to gain from the experience?)

Are you satisfied with how the program is operating so far?

Is your position turning out as you expected it would? (Activities, supervision, time commitment ... Get them to describe positive as well as negative expectations.)

With what parts of the program are you most satisfied?

With what parts of the program are you least satisfied?

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THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear Volunteer:

We are asking you to take a few minutes to complete this questionnaire. As you probably know, Project ASSERT is a pilot project – the first of its kind. One of our goals is to evaluate the usefulness of the project – for you, for the students, and for the school. You can help us to reach that goal by completing this questionnaire. Also, the information you give us may help to change this program and make it better.

Your answers to this survey are confidential. No students or faculty will see your questionnaire. Only the members of our research staff will see how you answered these questions.

Participation is voluntary. If you do not want to answer any of these questions, you certainly do not have to.

Finally, there are no right or wrong answers to this survey. We simply want to find out how you feel about the program.

Thank you for your help.

Project ASSERT Research Staff

Survey for Volunteers

Project ASSERT

The National Center for Research
in Vocational Education

Instructions

Some of the following questions simply ask you to tell us, in your own words, how you feel about certain things related to Project ASSERT. On these items, say as much or as little as you like—but remember that the more you can tell us, the better we will understand your feelings and your situation.

Other questions ask you to check one of several answers that most closely fits your feelings. For example, one section asks how satisfied you are with various parts of the program. It is set up as follows.

How satisfied are you with ...	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
the chance to do different things?				X	
the way my supervisor handles people?		X			

In this example, the person filling out these two items is satisfied with the chance to do different things and is dissatisfied with the way the supervisor handles people.

Please rate each of the following reasons for joining this program as they apply to you by placing an X in the appropriate box.

I joined ASSERT:	Applies to me			Doesn't apply to me
	Very much	Some-what	A Little	
to avoid being lonely				
to be productive				
to get out of the house				
to stay active in my work				
to help others				
to meet new people				
to be with younger people				
to learn new things				
to have fun				
to use my skills				
to repay others for what I've gotten in life				
to please my family				
to please my friends				
to help in finding a paying job				
to feel respected				
to have something to do				

Based on your brief contact with the program, how satisfied are you with each of the following?

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
1. Being able to keep busy					
2. The chance to work alone					
3. The chance to do different things					
4. The chance to be "somebody" in the community					
5. The way my supervisor handles people					
6. The ability of my supervisor to make decisions					
7. Being able to do things that don't go against my conscience					
8. The chance to do things for other people					
9. The chance to tell people what to do					
10. The chance to do something that makes use of my abilities					
11. The freedom to use my own judgment					
12. The chance to try my own methods of doing the work					
13. The working conditions					
14. The way my co-workers get along with each other					
15. The praise I get for doing a good job					
16. The feeling of accomplishment I get from the work					

Exit Interview Guidelines

The following comments are intended to help guide you in interviewing a volunteer who has left Project ASSERT.

1. The interviewer should be seen as a neutral party. This means that the interviewer should not be someone who is seen as being in authority in the work setting. Further, this means that you should play down your relationship to ASSERT. Identify yourself through your primary affiliation (National Center for Research in Vocational Education, RSVP, others).

State that you want to find out about the person's perception of the program.

2. This neutral tone should guide your conduct throughout the interview. For example, if criticisms of the project are offered, do not defend the project or try to counter the criticism. On the other hand, do not overly reinforce the criticism, by citing further examples of problems, for instance. Rather, accept the comments as valid feelings on the part of the former volunteer, probe until you understand the person's perceptions and feelings, and move on.

3. A neutral site should be used—the volunteer's home is ideal.

4. The interview should be conducted at least a week after the volunteer leaves, but not more than a month after.

5. A primary goal must be to protect the dignity and self-esteem of the volunteer. For example, don't challenge an explanation—rather accept the explanation, but probe for more information.

6. Begin with non-threatening questions to establish a relationship and get the person talking—even if some of that information is already known.

7. Expect and allow for explanations and attributions which serve to protect the self-image of the person. Accept those explanations (with a nod, a positive word or two, or even a supportive comment), but then gently probe for other reasons or information.

Exit Interview

Name of former volunteer _____

Former position and school _____

_____

Introduce yourself.

State purpose of the interview—to find out how the person saw the project and find out how it could be improved.

General background information:

What did you do before you retired? (Probe when appropriate, to get the individual talking and warmed up.)

Have you been involved in volunteer programs before? ___ yes ___ no

(If yes:) Tell me about your experiences before Project ASSERT.

How did you first hear about Project ASSERT?

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Why did you volunteer? (Probe for as many reasons as the person will give – for example, what else did you expect to gain from the experience?)

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What, exactly, did you expect to do in the position? (Probe for complete information on what was expected: what activities were expected, with whom did the volunteer expect to work, what impact was expected, what rewards were expected, what negative factors were feared?)

What did the position actually turn out to be like?

What was not as you expected?

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What did you like about the program?

What didn't you like about the program?

Why did you leave the program?

(Instructions:

1. Probe on each reason given until you understand that reason completely.
   A. Ask for specific examples.
   B. Ask: "Did you anticipate this problem when you joined?"
   C. Ask: "What, specifically, could have been done to alleviate this problem?"
   D. Ask: "Would you have stayed if this one problem was solved?"
2. After fully understanding each reason, ask if there were further reasons for leaving.)

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear Faculty Member or Administrator:

Because you supervise or work closely with a volunteer from Project ASSERT, we are asking you to take a few minutes to complete this questionnaire. As you probably know, Project ASSERT is a pilot program—the first of its kind. One of our goals is to evaluate the usefulness of the project—for you, for the volunteer, for the students, and for the school. You can help us to reach that goal by completing this questionnaire. Also, the information you give us may help to change this program and make it better.

Your answers to this survey are confidential. No students or volunteers will see your questionnaire. Only the members of our research staff will see how you answered these questions.

Participation is voluntary. If you do not want to answer any of these questions, you certainly do not have to.

Thank you for your help.

Project ASSERT Research Staff

Survey for Faculty/Supervisors

Project ASSERT

The National Center for Research
in Vocational Education

Please give your title and briefly describe your position. _____

_____

_____

_____

Briefly describe the position for the ASSERT volunteer as it was originally designed.

_____

_____

_____

If the volunteer position turned out to be different than originally designed, please describe those differences. _____

_____

_____

_____

Any program has a number of costs and benefits, some planned and some unplanned. This section asks you if a number of possible benefits were goals of this volunteer position and if those possible benefits actually occurred or not. There is also room for you to describe other goals not included on our list.

Was it intended that the volunteer take over some activities, thereby allowing someone the chance to work on more crucial things? ____ yes ____ no

If yes, briefly describe this goal. _____

_____

_____

Did this actually occur? ____ yes ____ no

If yes, briefly describe what occurred. _____

_____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal.

_____

_____

_____

Was it intended that students learn specific skills from the volunteer? ____ yes ____ no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, did the students learn specific skills from the volunteer? ____ yes ____ no

If yes, describe what was learned. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal.

_____

_____

_____

Was it intended that the students learn more about the "real world" from the volunteer?

____ yes ____ no

If yes, briefly describe this goal. _____

_____

_____

In your judgment, did the students learn about the "real world" from the volunteer?

____ yes ____ no

If yes, describe what was learned. _____

_____

_____

If no (and if this was a goal), describe what could have been done to meet this goal.

Was it intended that the volunteer perform tasks/services that otherwise would not have been provided? ____ yes ____ no

If yes, briefly describe this goal.

In your judgment, were these tasks/services adequately performed? ____ yes ____ no

If yes, briefly describe what occurred.

If no (and if this was a goal), describe what could have been done to meet this goal.

Was it intended that the volunteer aid your program in a way not covered by the preceding questions? ____ yes ____ no

If yes, briefly describe this goal.

In your judgment, were these tasks/services adequately performed? ____ yes ____ no

If yes, briefly describe what occurred.

If no (and if this was a goal), describe what could have been done to meet this goal.

_____

_____

_____

Overall, what was the greatest benefit or benefits of having this volunteer?

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Any new program has difficulties that must be worked out. Please describe the problems that arose with ASSERT and describe how they were resolved or, if they were not resolved, how they could be in the future.

Consider how the program itself has been run—that is, how you were introduced to the program, how position descriptions for volunteers were formulated, how volunteers were recruited and selected, and any other aspects of program administration. For any of these aspects of the program with which you are familiar, please give us your evaluation and suggestions for change.

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Would you agree to participate in this program again? (check one)

____ definitely yes

____ probably yes

____ maybe, if certain changes were made

____ probably not

____ definitely not

If you checked "maybe," please describe the changes that would have to be made to get you to participate. _____

_____

_____

If you checked "probably not" or "definitely not," please state the reasons.

_____

_____

_____

What effect did having this volunteer have on:

The individual attention given to students?

1	2	3	4	5	6	7
Greatly decreased	Decreased	Slightly decreased	No effect	Slightly increased	Increased	Greatly increased

Please elaborate: _____

_____

_____

The quality of educational programs?

1	2	3	4	5	6	7
Greatly hurt	Hurt	Slightly hurt	No effect	Slightly benefitted	Benefitted	Greatly benefitted

Please elaborate: _____

_____

The difficulty of your job?

1	2	3	4	5	6	7
Made much more difficult	Made more difficult	Made slightly more difficult	No effect	Made slightly easier	Made easier	Made much easier

Please elaborate: _____

_____

_____

Overall, how satisfied were you with the volunteer you supervised? or worked with?

1	2	3	4	5	6	7
Very dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Very satisfied

Overall, how satisfied were you with the ASSERT project (apart from this particular volunteer)?

1	2	3	4	5	6	7
Very dissatisfied	Dissatisfied	Slightly dissatisfied	Neutral	Slightly satisfied	Satisfied	Very satisfied

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (514) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

Dear Student:

The purpose of this questionnaire is to allow students to evaluate and comment on the program that has placed this senior volunteer in the position indicated.

Volunteer _____

Position _____

With your cooperation in completing this brief questionnaire, we can document the impact of the volunteer and also help improve the program. Your participation is entirely voluntary and your responses are confidential; neither the volunteer nor any faculty or staff of this school will see your answers to these questions.

Project ASSERT Research Staff

Student Evaluation of Project ASSERT
Volunteer Program

The National Center for Research
in Vocational Education

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For each statement, circle the response that most closely matches your feelings.
SA = strongly agree, A = agree, N = neutral or undecided, D = disagree, SD = strongly disagree.
In the spaces provided after each item, please explain and elaborate on your response.

Quality of Service Provided

The volunteer has been helpful to me . . .

SA A N D SD

In what specific ways have you benefitted? _____

_____

_____

_____

The volunteer does a good job in this position . . .

SA A N D SD

Please elaborate: _____

_____

_____

_____

The volunteer is anxious to help . . .

SA A N D SD

Please comment on the volunteer's motivation and attitude. _____

_____

_____

_____

The volunteer's knowledge of the "real world" is useful . . .

SA A N D SD

Please explain, give examples. _____

_____

_____

_____

The volunteer has provided a service that was not provided before . . .

SA A N D SD

Please explain. _____

_____

_____

_____

Characteristics of the Position

This volunteer does not seem to have enough to do . . .

SA A N D SD

Please explain. _____

_____

_____

_____

The volunteer seems to have important skills and abilities that are not being used in this position . . .

SA A N D SD

Please explain. _____

_____

_____

_____

The volunteer is given enough freedom and autonomy to do the job . . .

SA A N D SD

Please explain. _____

_____

_____

_____

The volunteer seems well matched to this position . . .

SA A N D SD

Please explain. _____

_____

_____

_____

Relationships with Others

The volunteer's relationship with students is good . . .

SA A N D SD

Please explain. _____

_____

_____

_____

The volunteer's relationship with staff and faculty is good . . .

SA A N D SD

Please explain. _____

_____

_____

_____

In general, others are considerate of this volunteer's feelings . . .

SA A N D SD

Please explain. _____

_____

_____

_____

In general, others respect this volunteer . . .

SA A N D SD

Please explain. _____

_____

_____

_____

_____

Other Effects of Program

The volunteer has convinced me that I can learn a lot from "seniors" . . .

SA A N D SD

Please elaborate. _____

_____

_____

_____

_____

I would like to get involved in this kind of volunteer program when I reach retirement age . . .

SA A N D SD

Please explain. _____

_____

_____

_____

_____

The volunteer seems to benefit from working in this position . . .

SA A N D SD

Please explain. _____

_____

_____

_____

_____

The Program in the Future

I want to continue to use the services provided by this volunteer . . .

SA A N D SD

Please explain. _____

_____

_____

_____

I would like to see this particular volunteer remain in this position in the future . . .

SA A N D SD

Please explain. _____

_____

_____

_____

I would like to see another volunteer fill this position in the future . . .

SA A N D SD

Please explain. _____

_____

_____

_____

I would like to see this volunteer in other types of positions in the future . . .

SA A N D SD

Please explain; what positions would be better for this volunteer? _____

_____

_____

_____

I would like to see more volunteers involved in educational programs in general . . .

SA A N D SD

Please explain. _____

_____

_____

_____

Please offer any additional comments on this volunteer or on the volunteer program in general.